

THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

In This Issue:

Stanford 125
MS. 9.1
Cubberley Lib.

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Administrative Organization—*Bolmeier*

★ The Broader Value of the
School Lunch Program—*Maxwell*

★ A Lost Election That Won
a Modern School Plant—*Chatterton-Holden*

★ Hidden Treasure—*Delaney*



For better vision, better posture, better grades...

the new American Universal "Ten-Twenty" Desk



No new school desk has ever matched the swift acceptance of the American Universal "Ten-Twenty"—key to the co-ordinated classroom. Teachers praise it unanimously. And pupils demonstrate its true contribution to better vision, better posture, and better grades.

This is the only desk with top easily, silently adjustable to three approved positions. It is the only desk with automatic fore-and-aft seat adjustment to provide focal adjustment for all tasks in any desk-top position. Seat swivels 45° either way to silent cushioned stops, reducing body torque for left or right eye-hand preferences and permitting easy ingress and egress.

Other important advantages include 30% to 55% light reflectance, sanitary one-piece steel book-box, easy height adjustment for both seat and book-box. Write for full-color brochure with full description.



American Seating Universal "Ten-Twenty" Desks in Sam G. Davey Memorial School, Eau Claire, Wisconsin. Architects: E. F. Klinger and Associates.



Desk-top, shown above at correct 20° slope for reading, writing, or drawing, is easily adjusted to conventional 10° slope, or to level position for manipulative tasks, or lifted for instant access to book-box. Deep-curved plywood back with self-adjusting lower rail, and plywood cradle-form seat with no rearward elevation, promote relaxed sitting and complete freedom to perform.



FREE BOOKLETS: Write for "The Co-ordinated Classroom," by Darell Boyd Harmon; also "The Case for the 'Ten-Twenty'."

American Seating Company

WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Mich. Branch Offices and Distributors in Principal Cities
Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs

the Lifespan

of Sloan Flush Valves has not yet been determined since the vast majority of those made early in the century continue to give satisfactory daily service—an important reason why . . .

*more SLOAN Flush VALVES
are sold*

*than
all other
makes
combined*



SLOAN VALVE COMPANY • CHICAGO • ILLINOIS

NORTHERN HARD MAPLE



LENTS ITS *bright beauty*
AND *endurance*
TO A MODERN SCHOOL



NEW PHILIP SHERIDAN ELEMENTARY SCHOOL,
Township of Tonawanda, Kenmore, New York

An outstanding example of school building design and construction
in the modern manner, floored throughout in MFMA-graded Northern
Hard Maple for beauty, utility and enduring economy.



• It's almost an axiom, you'll agree, that "school service is severe service." Hence, the long-continued, ever-growing preference of American architects for school floors of Northern Hard Maple is surely a tribute to the age-proved merits of the material. It is profession-wide recognition of Maple's resilient endurance—against the scuff and pound of young feet, the grind of tracked-in grit, the mars and scars of innumerable impacts.

Yes, because of its tough stamina *alone*, Northern Hard Maple has richly *earned* its preferment. By happy coincidence, its warm, light-reflecting beauty of tone and grain admirably meets the demands of modern design. Finally—through all the years of its faithful service—the floor of Northern Hard Maple will need but the simplest of cleaning, minimum maintenance, easiest of refinishing. "There's always a new floor underneath."

MAPLE FLOORING MANUFACTURERS ASSOCIATION

Suite 588, Pure Oil Building, 35 E. Wacker Drive, CHICAGO 1, ILLINOIS

FLOOR WITH

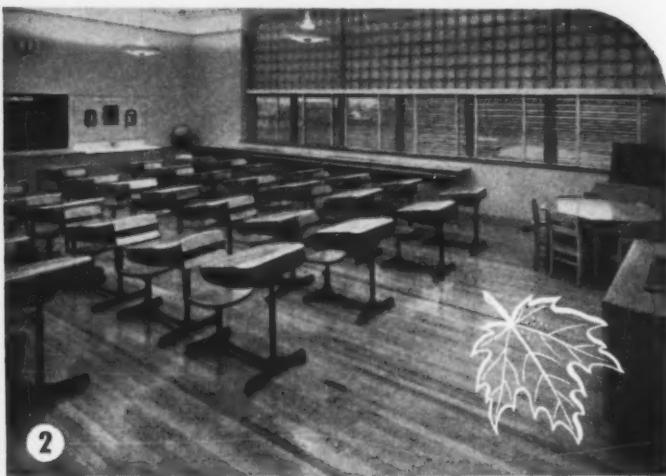
NORTHERN

HARD MAPLE
BEECH AND BIRCH

See Sweet's
Architectural,
131/ MA, for
specifications
and full data.



1

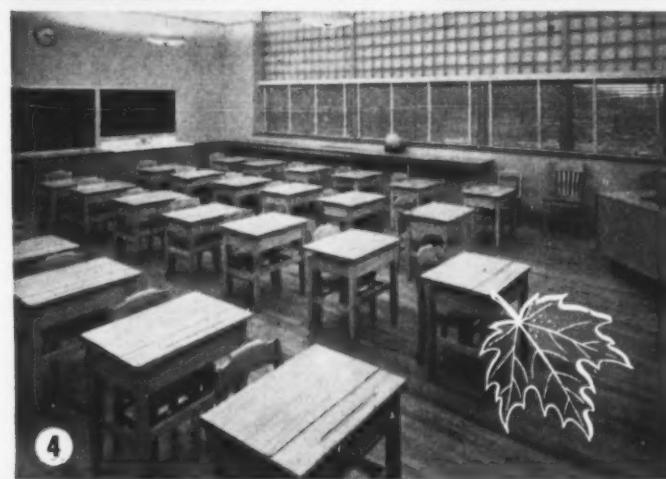


2

- 1 Boys' gymnasium, maple-floored, as is its counterpart, the girls' gymnasium.
- 2 Bright maple floors complement the excellent lighting of classrooms.
- 3 No dirt-harboring cracks, no splinters, no light-absorbing heaviness of tones.

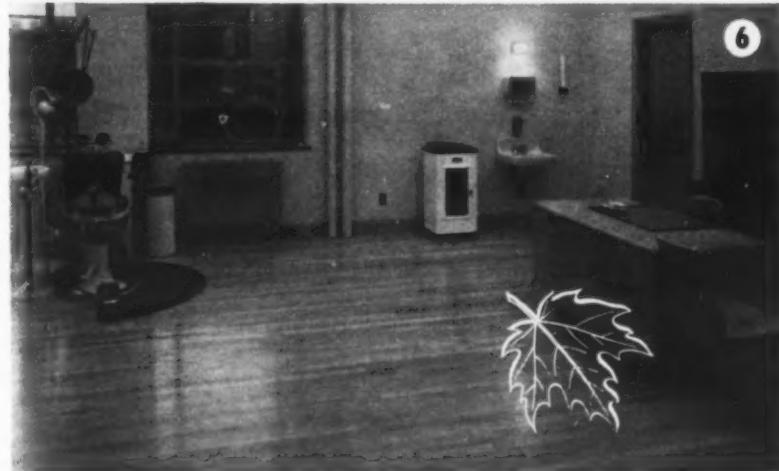


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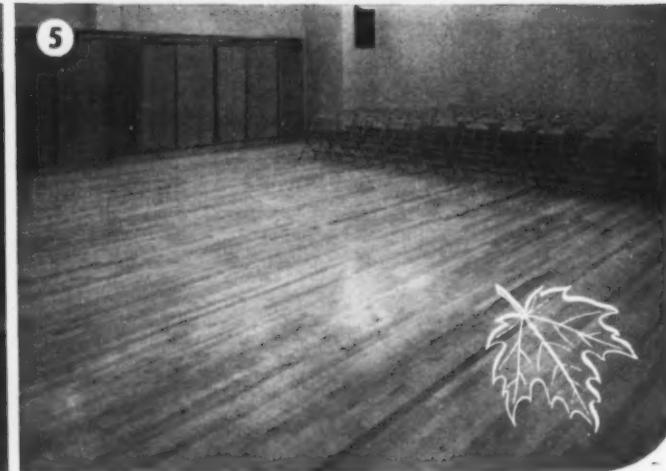


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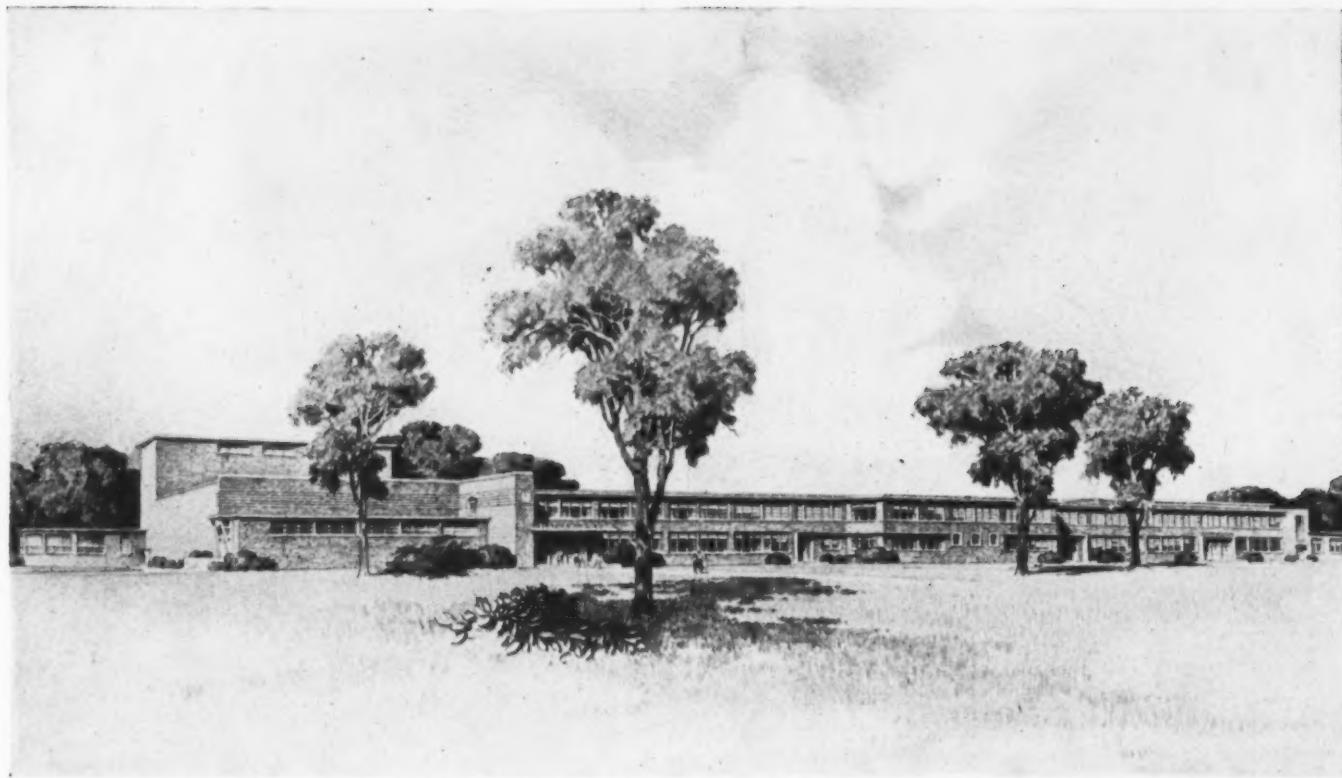
- 4 How well maple comports with the clean and modern lines of today's furniture!
- 5 Music and community room areas, maple-floored, pleasant, cheerful, practical.
- 6 Clinic loses its cold "hospital look" when floors are warm, resilient maple.



6



5



New Junior-Senior High School, recently completed at Decatur, Ala., is fire-safe because it is built with Bethlehem Open-Web Steel Joists, used in combination with concrete floor slab and plaster ceiling. Architect: Raymond Sizemore, Montgomery, Ala. Contractor: Forcum-James Company, Memphis, Tenn.

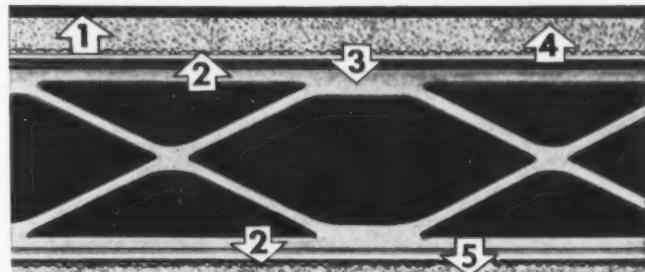
ABOVE ALL, PLAN FOR FIRE-SAFETY

When planning a school building, be sure to include fire-safety as one of the major requirements.

Fire-safe schools can be built today, even with modest budgets, by using Bethlehem Open-Web Steel Joists, combined with concrete floor slab and plaster ceiling. This provides an economical, long-lasting type of floor which is non-combustible, and permits maximum area between firewalls.

Bethlehem Open-Web Joists also offer other important advantages in school construction. They make possible non-shrinking floors, so that dirt- and germ-catching cracks can't possibly form where floor meets wall. Floors constructed in this way are also sound-retardant, as well as resistant to vibration. Besides, Bethlehem Open-Web Joists are immune to attack by termites and other pests. They can also be used to good advantage as roof supports.

Your architect will be glad to answer your questions about the use of Bethlehem Open-Web Joists in new schools. Or write to us at Bethlehem, Pa., and we'll have a representative call.

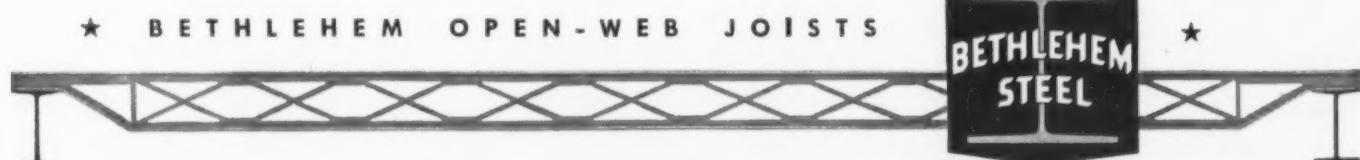


1. Asphalt tile or other finish. 2. Metal lath. 3. Steel joist. 4. Concrete slab. 5. Plaster ceiling.

Cross-section of typical Bethlehem Joist installation. Concrete and plaster prevent spread of fire. Asphalt tile, linoleum or other finishes may be used.

BETHLEHEM STEEL COMPANY, BETHLEHEM, PA.

On the Pacific Coast Bethlehem products are sold by Bethlehem Pacific Coast Steel Corporation. Export Distributor: Bethlehem Steel Export Corporation





This Sunshine Wall Makes Students Brighter (Literally)

Almost gone is the gray, grim, penned-up classroom. In its dreary place is the warm cheerful softness of sunlight and an atmosphere of freedom. An atmosphere built by a room-length, ceiling-high wall of graceful Fenestra* Windows.

And the most remarkable thing about this beautiful wall of Fenestra Intermediate Steel Windows is not the great areas of light-inviting glass, not the controlled ventilation you get with smooth-swinging vents—it's the fact that it's *not* expensive.

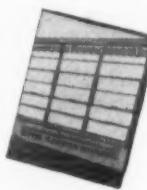
Compare the *performance*, the *quality*, the *installed cost*, the *maintenance cost*, of standardized Fenestra Windows with any window on the market. Also available are Hot-Dip Galvanized Fenestra Intermediate Windows that make even painting unnecessary.

Get *standardized* Fenestra Windows—engineered to cut the cost of building. For further information, call your Fenestra Representative (listed in the yellow pages of your phone book), or write to us.

*®

Free Authoritative Book on Classroom Daylighting

Proved methods of getting better classroom daylighting, based on two years of research by Lighting Expert Professor R. L. Biese, Jr., who reported the findings of his staff to the Illuminating Engineering Society. A well-illustrated, simply-written, 16-page guide.



DETROIT STEEL PRODUCTS COMPANY
Dept. AS-3, 2256 E. Grand Blvd., Detroit 11, Mich.

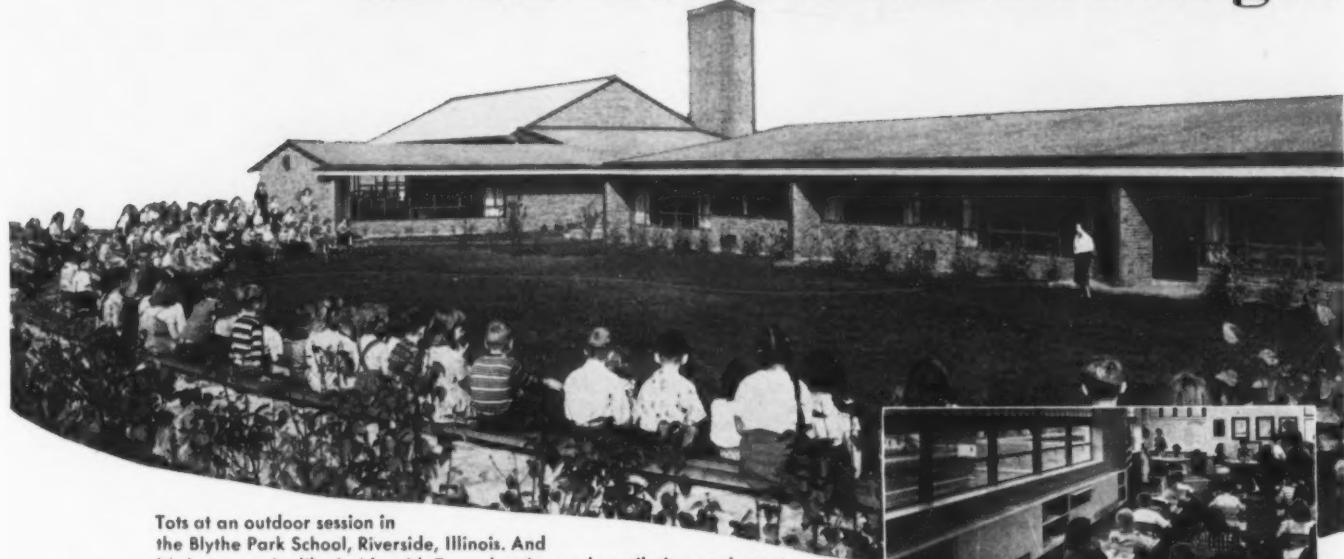
Please send immediately your free new booklet on Better Classroom Daylighting.

Name _____

Company _____

Address _____

How to have up-to-date comfort on an old-fashioned budget



Tots at an outdoor session in the Blythe Park School, Riverside, Illinois. And it's just as springlike inside with Trane heating and ventilating equipment.

Building or remodeling . . . college lab or kindergarten . . . Trane Heating and Ventilating products can be depended upon to create the ideal comfort conditions for easier learning, enjoyable teaching.

With any budget, real economy requires uniformly comfortable room conditions, uninterrupted service and long years of trouble-free operation. With a Trane system—backed up by the undivided responsibility of one manufacturer for all component parts—real economy is combined with up-to-the-minute comfort throughout the entire school year.

For Classrooms—Trane Unit Ventilators bring in plenty of filtered outside air . . . fresh as a May morning and sparkling clean . . . warm it to just the right temperature and circulate it freely to every corner of the room. These sturdy, quiet operating units feature adjustable room control tailored to the activity of each individual room. An unlimited number of space saving arrangements are available with matched shelving and Auxiliary Convector.

For Gyms, Auditoriums, Shop Rooms,

Cafeterias—Trane makes a complete line of unit heaters and ventilators of every type. Steam or hot water, propeller or blower type, vertical or horizontal discharge . . . the right unit in the right size for any large area heating problem. Ideal for killing drafts, blanketing windows and doorways, beaming heat down corridors, rows of lockers, tables or machines, projecting warmth down into occupied areas from high ceiling rooms or halls.

For Offices, Libraries, Lavatories—Trane Convector in a vast variety of types and sizes supply silent heating with instantly responsive control. Ruggedly built, yet small and compact, these famous heating units can be tucked away under windows fully recessed, semi-recessed or free standing. Natural convection action, without fans or moving parts, gently heats large quantities of air, flooding room area with mild, enjoyable warmth. For complete information about Trane heating and ventilating equipment for schools, contact nearest Trane sales office or write The Trane Company, La Crosse, Wis.



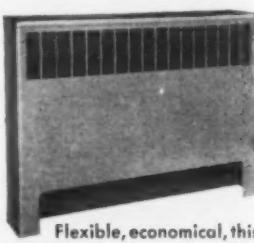
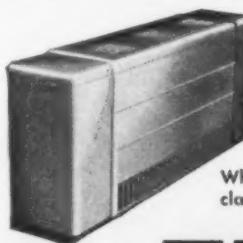
Fresh air, filtered air, warm air supplied by Trane units keeps this Abbott School classroom, in Fort Wayne, Indiana, completely comfortable.



No matter where the ball bounces in this gymnasium, it'll be in a comfort zone thanks to Trane unit heating.



Trane Projection Heater and Louver Cone Diffuser, the team that sends warmth down from high gymnasium ceilings.



Flexible, economical, this Trane Convector makes warmth and comfort within reach of any school budget.

Where this Trane Unit Ventilator is a classmate, there's health and comfort.

TRANE

The Trane Company, La Crosse, Wisconsin • Eastern Mfg. Division, Scranton, Pa. • Trane Company of Canada, Ltd., Toronto . . . Unit Heaters, Convector, Heating and Cooling Coils, Fans, Compressors, Air Conditioners, Unit Ventilators, Special Heat Exchange Equipment, Steam and Hot Water Specialties.

MANUFACTURING ENGINEERS OF HEATING AND AIR CONDITIONING EQUIPMENT • OFFICES IN 80 CITIES

THE PREFERRED SCHOOL PLUMBING



at the **C. Russell Wilkerson School**, Los Angeles

WALTER L. CULVER, JR., San Bernardino, Calif.
ARCHITECT

A. & F. PLUMBING & HEATING CO., El Monte, Calif.
PLUMBING CONTRACTOR
SHERMAN JOHNSON, El Monte, Calif.
GENERAL CONTRACTOR



Crane Norwich lavatory in kindergarten rest room is installed at lower than normal height for children's convenience. Has handy soap dispenser . . . high splash back. Victor Magiclose self-closing faucets save water and maintenance.

Companion fixture: Santon Junior Closet. Only 13½" high, it has all the features and advantages of larger Crane closets.

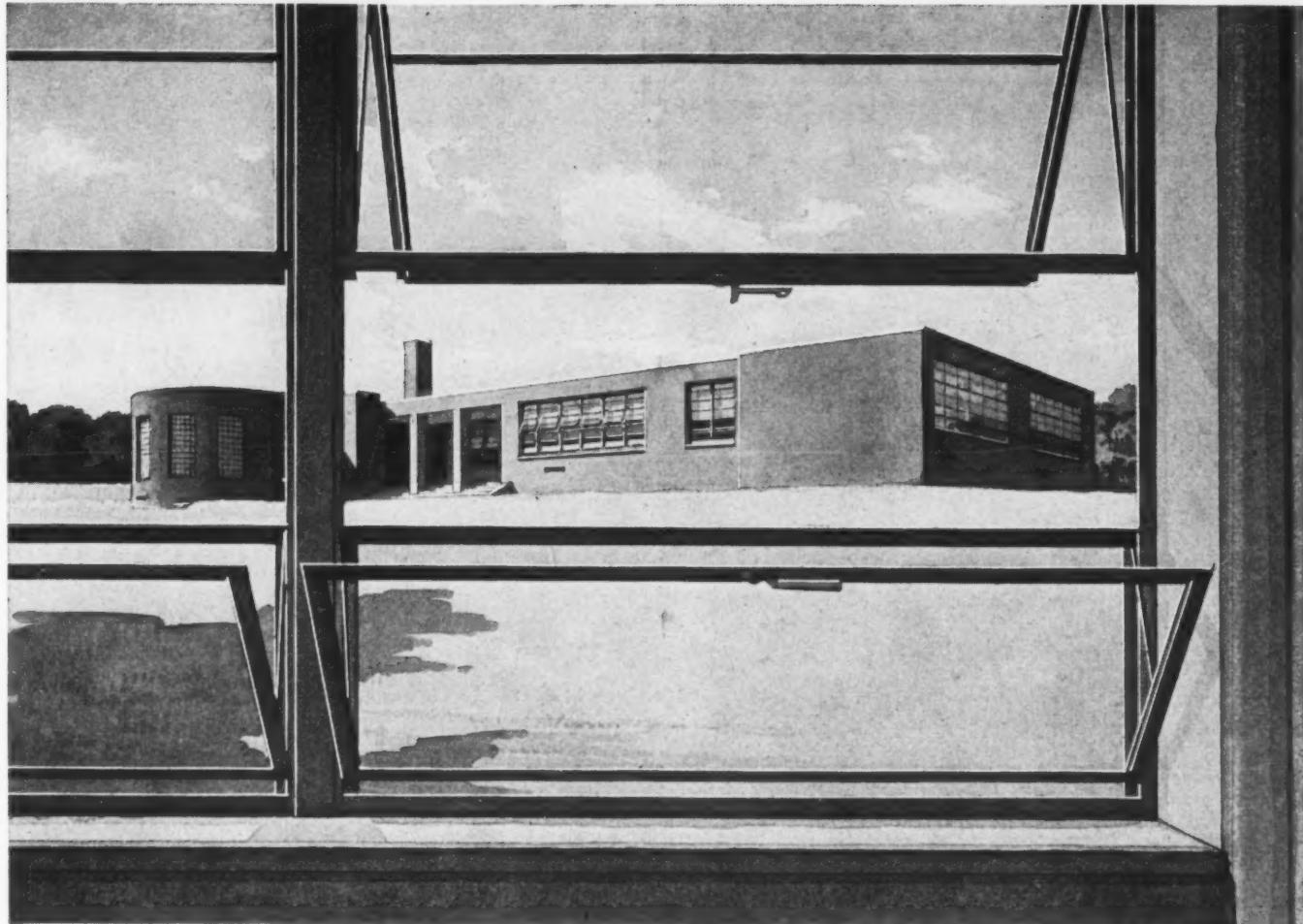
For everything in school plumbing, see your Crane Branch, Crane Wholesaler, or Local Plumbing Contractor

CRANE

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PLUMBING AND HEATING •
VALVES • FITTINGS • PIPE



Lemoyne Grade School, Lemoyne,
Pa. Architect: William Lynch
Murray, Harrisburg, Pa. Con-
tractor: West Shore Lumber Co.

Future presidents, and V.I.P.s—who now prefer outdoors to a schoolroom—will be more tractable in this new grade school in Lemoyne, Pa. Mother Nature can sweep right in through the big Lupton Architectural Projected Windows.

Notice the slim frames and narrow muntins that allow maximum daylight from the window openings. For all their trim, slim beauty, Lupton Windows are built for life-time service through sturdy metal combined with precision manufacturing. They will not shrink, swell, warp, rot or rattle.

There's maximum comfort too! The smartly designed locking hardware is fingertip operated for easily controlled, draft-free ventilation in any weather.

Lupton Architectural Projected Windows are available in a wide range of sizes and types particularly suitable for schools—write today for our General Catalog—or see it in Sweet's.

MICHAEL FLYNN MANUFACTURING CO.
700 East Godfrey Avenue, Philadelphia 24, Penna.

*Member of the Metal Window Institute and
Aluminum Window Manufacturers Association*

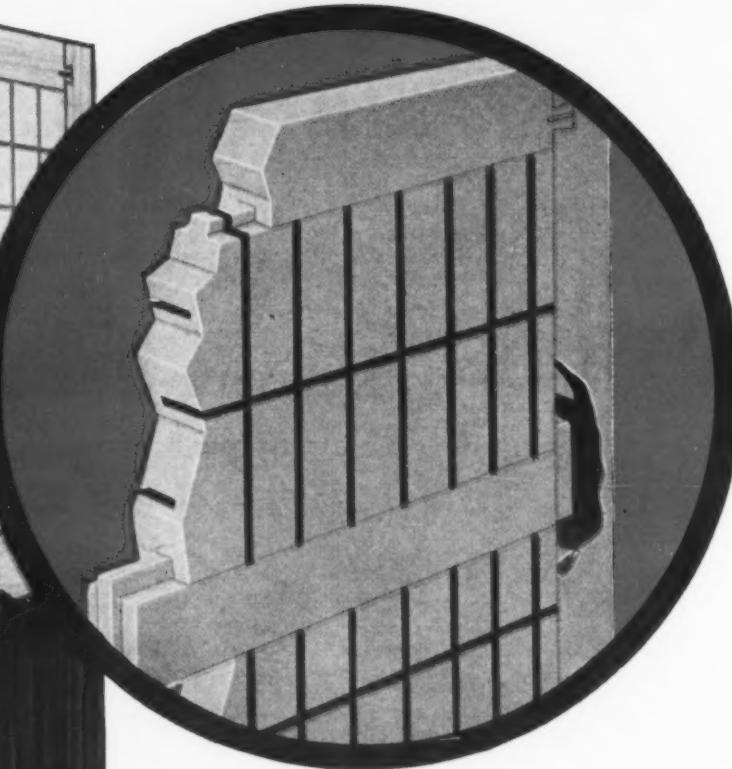
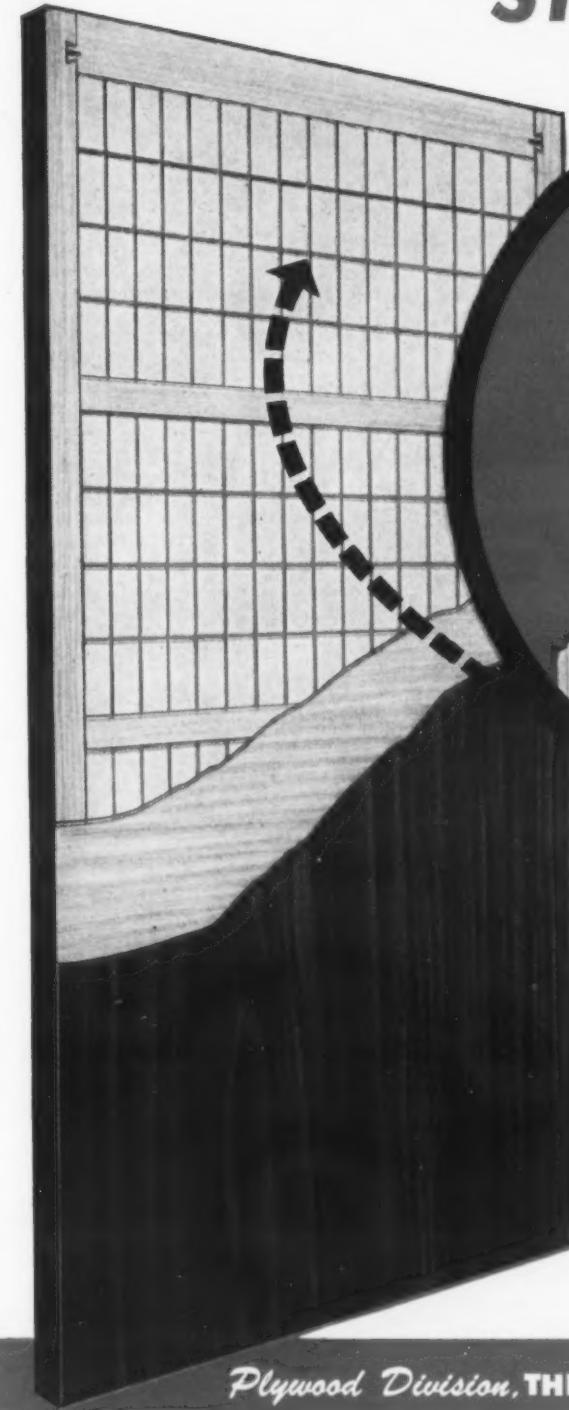
LUPTON METAL WINDOWS



MENGEL

SOLID-CORE *Flush* DOORS

have this exclusive
STABILIZED CORE



Mengel's hardwood Stabilized Solid Cores are deeply slotted both with and across the grain to absorb expansion and contraction internally *without changing the dimensions of the door*. The entire poplar core assembly is tongued-and-grooved into the dove-tailed wedge-locked hardwood frames, with enough tolerance to absorb stresses.

Designed and built to withstand severest conditions, Mengel Solid-Core Flush Doors are *better*. Get all the facts. Write today for new full-color A.I.A. descriptive catalog, including specifications.

Plywood Division, THE MENGEL COMPANY, Louisville 1, Kentucky

AMERICAN-Standard

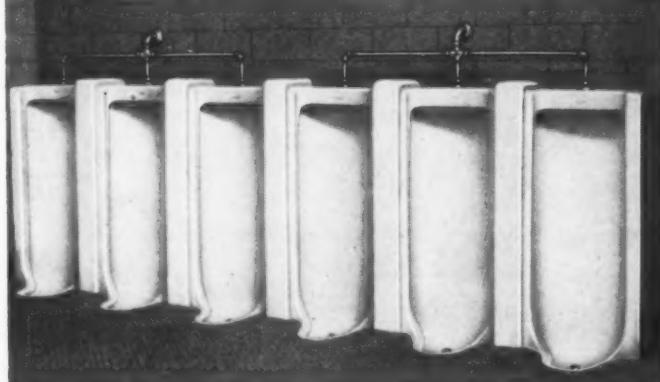
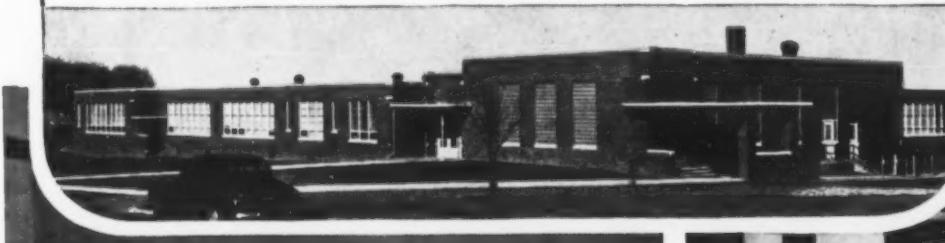
First in heating...first in plumbing



It's AMERICAN-Standard throughout for this new Fort Smith, Arkansas, school

• In keeping with its modern design, the Albert Pike School of Fort Smith, Arkansas, features the most modern heating and plumbing products available . . . handsomely styled, durably constructed American-Standard heating equipment and plumbing fixtures.

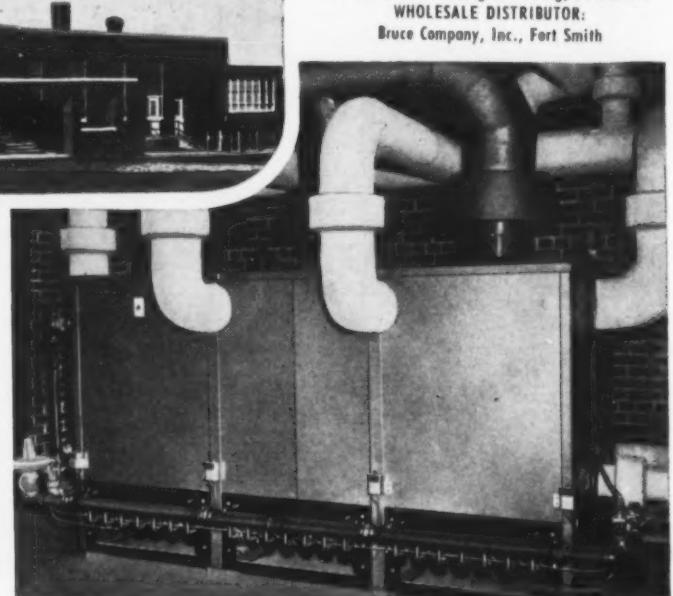
In school after school American-Standard products have earned a reputation for long life, easy and economical maintenance. When you build or remodel, ask your heating and plumbing contractor about American-Standard heating equipment and plumbing fixtures. There's a complete line to choose from.



DESIGNED FOR EASY ACCESS by students of all ages, these Chinal Urinals help eliminate unsanitary conditions in school washrooms. The genuine vitreous china construction assures long life under day-in and day-out service . . . with minimum upkeep. The smooth-surface fixtures are easy to clean . . . easy to keep clean.



ABUNDANT, AUTOMATIC HEAT is supplied throughout the Albert Pike School by this Standard Gas Boiler. It is equipped with precise, dependable controls which assure utmost safety and economy of operation. The carefully machined cast iron sections are gas tight. Jacket is heavily insulated to prevent excessive heat loss.

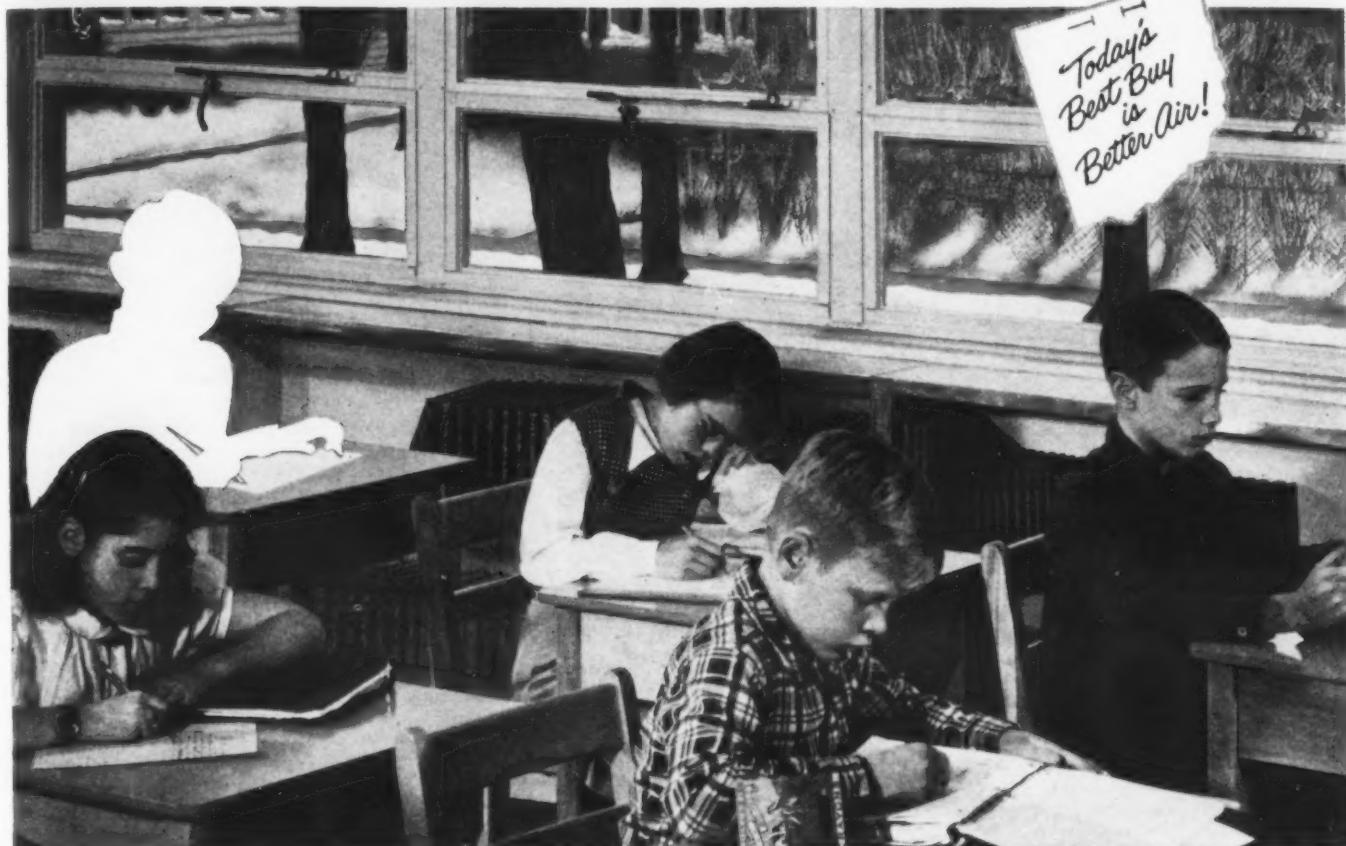


American Radiator & Standard Sanitary Corp., P. O. Box 1226, Pittsburgh 30, Pa.

Serving home and industry

AMERICAN-STANDARD • AMERICAN BLOWER • CHURCH SEATS • DETROIT LUBRICATOR • KEWANEE BOILERS • ROSS HEATER • TONAWANDA IRON

Johnny's been "DRAFTED"

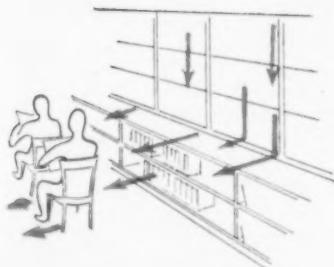


Let

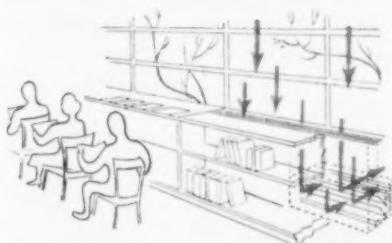
DRAFT STOP

Keep him In School

TRADE MARK



BAD WAY for ventilation to function shows how chilling drafts threaten health of students. It isn't necessary any more.



GOOD WAY to solve the problem is illustrated by DRAFT|STOP which gets drafts at the start. Only Herman Nelson has DRAFT|STOP.

ANOTHER day away from school. Drafts from today's large window areas that cause chilling discomfort continue to take their toll. How can they be prevented? The new DRAFT|STOP System introduced by Herman Nelson is the answer.

The modern design advantages of DRAFT|STOP mean the elimination of hazardous drafts . . . at the same time a classroom is automatically heated and ventilated. Assured uniform temperatures mean students in attendance . . . students with the opportunity to learn more readily.

Your school needs DRAFT|STOP. Be certain that this great advance in better heating and ventilating is a definite part of your school's plans. For further data and complete details, write Dept. AJ-3.

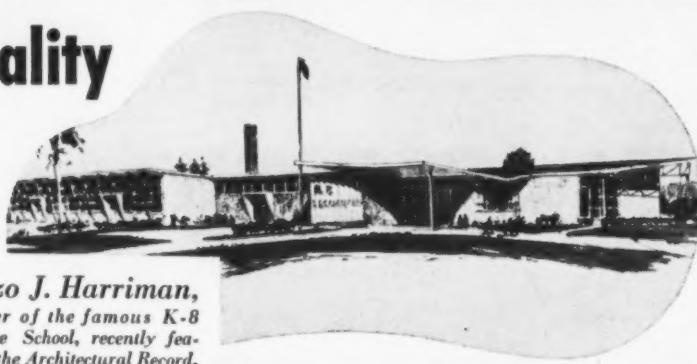


HERMAN NELSON

Division of the AMERICAN AIR FILTER COMPANY, INC.

PLANTS IN MOLINE, ILLINOIS AND LOUISVILLE, KENTUCKY

LEADING ARCHITECTS SPECIFY PLYWOOD to cut cost and add quality to school construction



Alonzo J. Harriman,
Designer of the famous K-8
Prototype School, recently fea-
tured in the Architectural Record,
has this to say about Plywood:

For both interior and exterior finish, Weldwood® Plywood provides quick, easy installation . . . long, trouble-free service . . . unusually pleasant decoration . . . and low maintenance.

Because it is *genuine wood paneling*, available in a variety of popular wood species, Weldwood Plywood enables the school architect to include in his plans the many advantages of handsome wood paneling at a cost which compares favorably with that of other materials.

Because of its *strength*, Weldwood can be used as a structural wall, thus eliminating costly, time-consuming plastering.

Because of its *durability*, Weldwood's maintenance is minimum; its service life long. Cost per year is gratifyingly low.

Because Weldwood comes in *large panels*, installation cost is reduced. Large wall areas are completed in a short time, cutting even further the high cost of labor.

A material that offers so much for so little should be in *your* construction plans. Make certain your architect's specifications call for a liberal use of plywood. And make certain they call for Weldwood Plywood. That way, you know you're getting the material that sets the standard of quality for the industry.

► "Materials are chosen for minimum main-
tenance. Where we have been using light paints, main-
tenance has been high. We now think that to use a light, natural plywood
of approximately the same reflectance with a durable natural
finish is much more economical in the long run. In this state
there are certain grades of plywood that can be bought here
very economically. These hardwood plywoods are not only
good looking but tough."

And other leaders in the field agree!

ERNEST J. KUMP, Leading West Coast Authority on School Construction:

In a list compiled of ways in which costs were kept down on Arundel School, San Carlos, Cal., Ernest J. Kump specified: "Interior Finish, all plywood."

BAMBERGER & REID, Speaking of Buri-Buri Elementary School, South San Francisco, Cal.:

"Interior Finish of classrooms in plywood, with a single coat of stained wax."

ROBERT A. GREEN comments on the quality-built Transfiguration School, Tarrytown, N. Y., in which he has used plywood:

"Eliminate all plastering and as much millwork as possible—two costly trades."

MOORE & SALSBURY, in commenting on the Elementary School, Burlington, Conn.—a community school designed for economy—comment:

"The $\frac{3}{8}$ -in. plywood finish in corridors will hold up sufficiently well under hard abuse . . . the consistent elimination of plaster throughout the building had an economical bearing overall."



WELDWOOD Plywood

Manufactured and distributed by

UNITED STATES PLYWOOD CORPORATION

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and U. S.-MENGEL PLYWOODS, INC., Louisville 1, Ky.

Branches in Principal Cities • Distributing Units in Chief Trading Areas • Dealers Everywhere



a sneezing child makes a **Poor Pupil**

...and endangers the health of others!

Drafts from open windows and cold spots caused by air infiltration form excellent breeding conditions for respiratory infections. Yet, they can be easily and positively avoided when building schools.

HELP PROTECT
SCHOOL CHILDREN
FROM COLDS,
WITH



TIGHTEST CLOSING WINDOW EVER MADE

Insist on the window that eliminates drafts by scooping air in and upward...that reduces air infiltration to a minimum by a closure ten times as tight as the generally accepted standards for casement and projected windows. AUTO-LOK windows are adaptable to all types of buildings under all climatic conditions.

ONLY AUTO-LOK GIVES YOU ALL THESE ADVANTAGES

Air infiltration reduced to a minimum -- only 0.095 cfm per foot.

Distinctive beauty.

No drafts--air scooped in and upward.

Removable inside screens and storm sash.

Lower fuel bills.

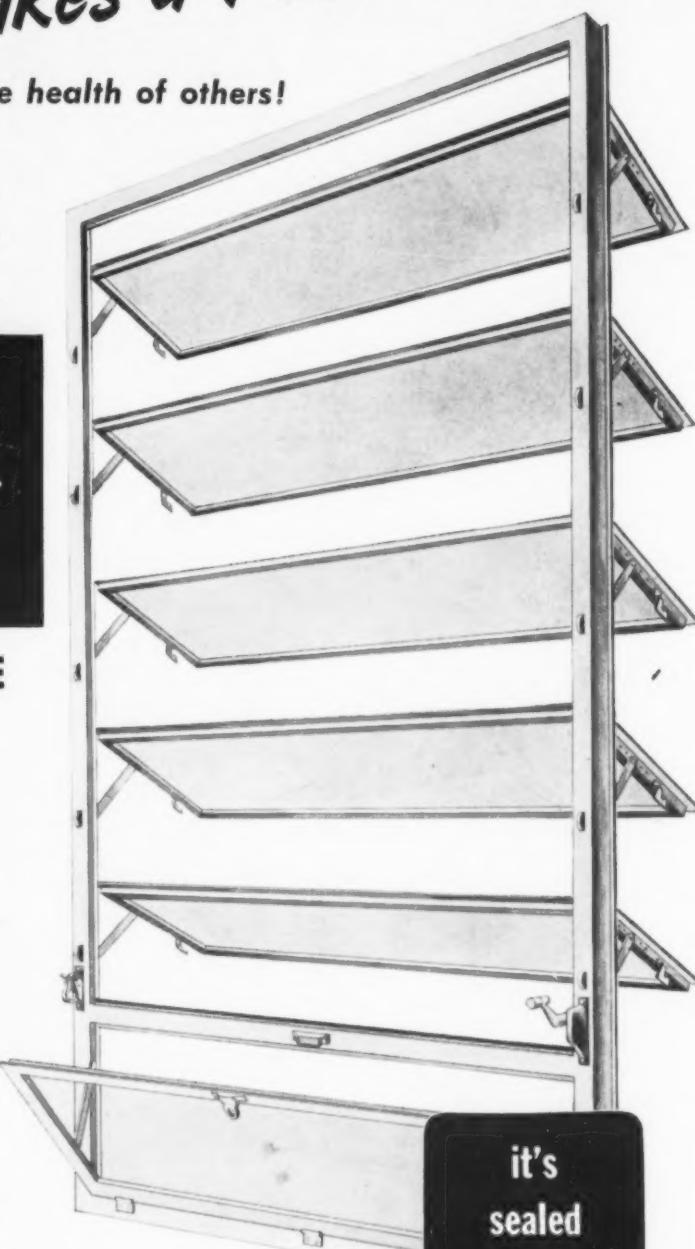
Maintenance costs at a minimum.

Easily operated.

Cleaned from inside.

Sealed protection against storms.

100% ventilation, even on rainy days.



it's
sealed
like a
refrigerator

AUTO-LOK IN WOOD

REGARDLESS OF ANY ALUMINUM RESTRICTIONS,
your job can still have AUTO-LOK performance.

After years of work and testing, the many AUTO-LOK features are now incorporated in a wood AUTO-LOK window, and will soon be available in your area. We are now applying the famous AUTO-LOK principle to produce the ultimate in a wood window that gives you the same tight closure and all the other important features that have made AUTO-LOK the fastest selling awning windows in America.

Consult SWEET'S — write for free folder
"WHAT IS IMPORTANT IN A WINDOW?"
and detailed report on air infiltration test by Pittsburgh Testing Laboratory

Please address Dept. AS-3

LUDMAN
CORPORATION

P. O. Box 4541

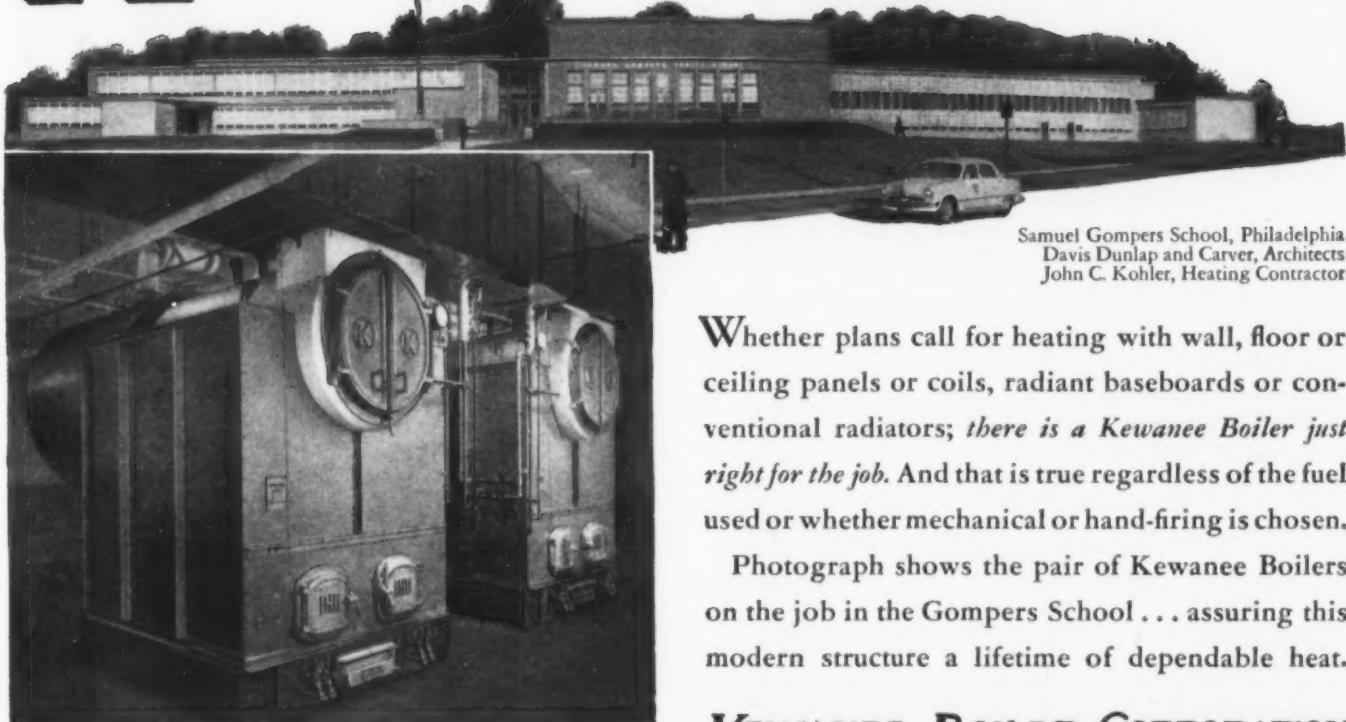
Miami, Florida



Today's higher heating standards would be impossible to attain without a good boiler...for the *boiler is the "heart" of every heating system.* To keep pace with these stepped-up requirements an ever increasing proportion of America's schools turn to Kewanee.

*For
Spring Warmth
IN
ZERO BLASTS*

KEWANEE STEEL BOILERS



Samuel Gompers School, Philadelphia
Davis Dunlap and Carver, Architects
John C. Kohler, Heating Contractor

Whether plans call for heating with wall, floor or ceiling panels or coils, radiant baseboards or conventional radiators; *there is a Kewanee Boiler just right for the job.* And that is true regardless of the fuel used or whether mechanical or hand-firing is chosen.

Photograph shows the pair of Kewanee Boilers on the job in the Gompers School...assuring this modern structure a lifetime of dependable heat.

2 Kewanee Hi-Test Boilers for 125-150 lbs. pressure
heat the entire Gompers School
with an ample reserve for emergencies.

KEWANEE BOILER CORPORATION
BOILERMAKERS 80 YEARS KEWANEE, ILLINOIS
Branches in 60 Cities—Eastern District Office: 40 West 40th Street, New York City 18
Division of AMERICAN RADIATOR & Standard SOUTHERN CORPORATION

Serving home and industry
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SIGHT-SAVING TIP FOR SCHOOL BOARDS

AMPLE all-over illumination without glare . . . that's the main reason why lighting experts recommend Sylvania Trimline Fixtures for modern class rooms and work rooms.

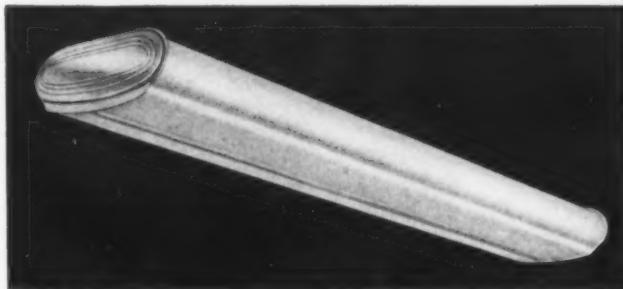
With these fixtures there's no squinting or eye straining. The soft diffused light is "comfortable", even for exacting work, in every part of every room.

Long line . . . long life

You'll find Sylvania Trimline Fixtures in sizes and types to suit every need. Made for 2 or 4 fluorescent tubes . . . in 4-foot or 8-foot lengths. For standard-start or instant-start tubes.

Of special interest is the new, all-plastic shielded fixture for maximum light diffusion.

All Trimline fixtures come equipped with the new Sylvania tubes, famous for color-stability and long life. Quickly and easily installed. Finished in durable, easy-to-clean "Miracoat" enamel. For full details about the new Trimline Series . . . the finest fixtures for your school . . . mail the coupon NOW!



CP 242. This attractive Trimline fixture is all plastic shielded for maximum diffusion and low surface brightness. Comes equipped with two 4-foot standard start fluorescent tubes.

**Sylvania
Trimline Fluorescent
Fixtures protect
your children's eyes.**



Showing Sylvania Trimline Fixtures installed in special "Sight Saving" room in Paterson, New Jersey school.

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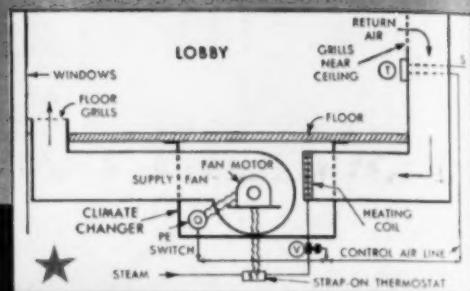
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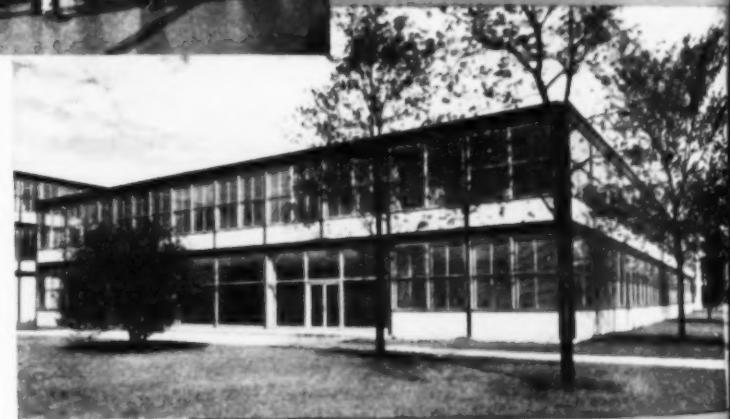


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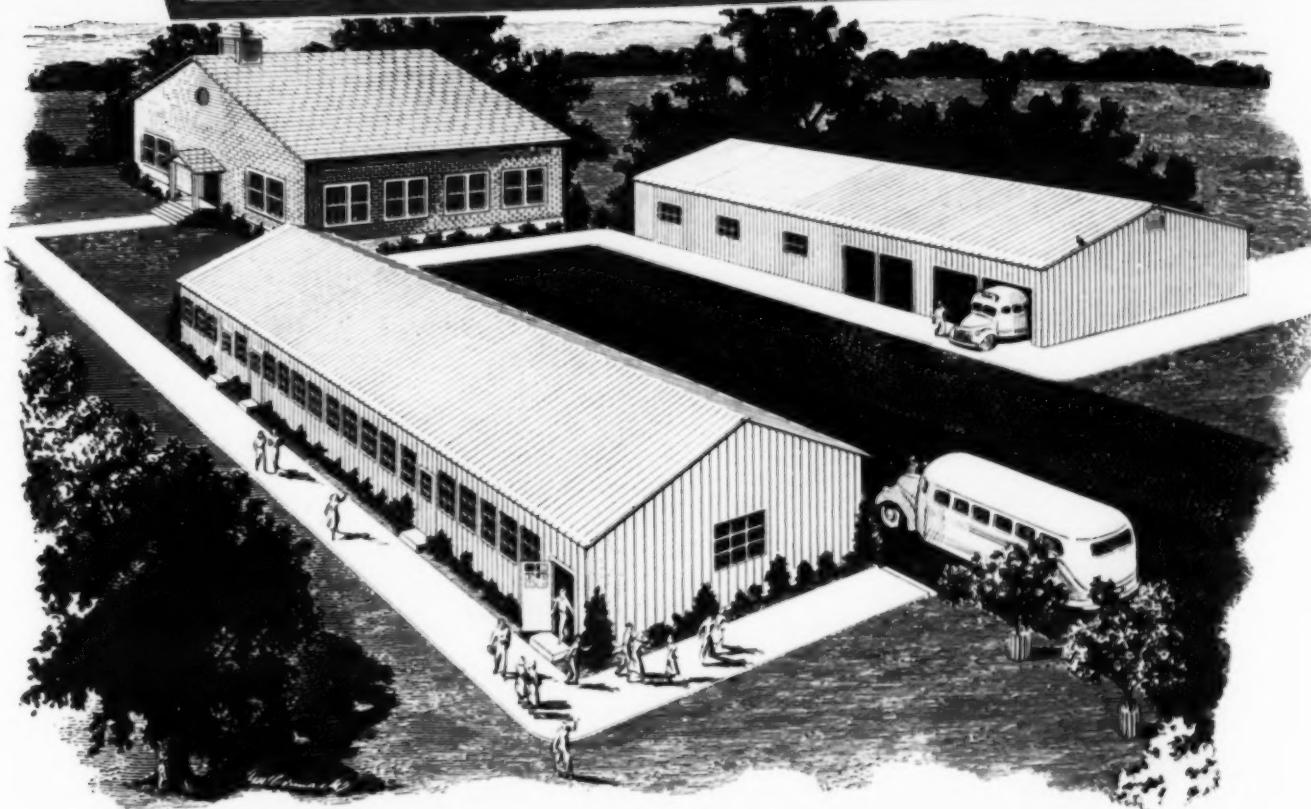
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MARCH 1951

Local Autonomy and the Administration of Large School Districts

*Truman M. Pierce**

In recent years there has been an acceleration of the long time trend toward the creation of larger school districts. Arkansas, Illinois, Texas, and Wisconsin are examples of states currently engaged in campaigns to reduce the number of their school districts.

Many of the advantages of large administrative units have been described in professional literature from time to time. Savings in the cost of operation are stressed frequently. Central office purchasing, system wide programs for upkeep, maintenance, and transportation; better utilization of buildings, equipment, and instructional supplies are all cited as types of possible savings due to larger administrative units. Better trained personnel for posts in administration and supervision is usually possible because such districts generally can offer better salaries than smaller districts. The scholastic population is large enough to provide at a smaller per pupil cost services in such fields as health and guidance. Better grouping of children for purposes of instruction can be expected because larger attendance centers may be created. The larger district offers a means of helping to equalize education opportunity by equalizing the tax base, which may vary considerably among small districts appropriate for consolidation. Long term programs for school development and improvement planned for large units tend to lend greater stability to education.

Three Major Advantages

Three major advantages of large school districts which do not seem to be recognized generally, each emphasizing the more

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creative phases of educational administration, may be mentioned at this point. The first is concerned with systematic and continuous programs for the professional improvement of school personnel. The urgency of need for better ways of promoting the in-service education of teachers and other workers in education is no longer doubted. Resources for helping to plan, initiate, and carry on such programs can be provided to better advantage by large units. The second has to do with research and experimentation. Neglect in this area is a tremendous loss to education. There is great need for the stimulation and encouragement of efforts to find ways of making schools more effective in the achievement of their goals. This can be done more effectively in larger, better supported school districts. The third advantage of large school districts referred to above is that they can increase the tempo of adaptability (the capacity to modify educational practices in the light of new knowledge). Channels of communication among schools already exist.

These three advantages go hand in hand. Although experimentation and adaptability are not synonymous, they are closely related. Experimentation may help provide the knowledge and understanding essential for adaptability, but does not guarantee it. A well-planned and dynamic in-service education program deriving much of its substance from research and experimentation offers great promise for improving schools.

Better Leadership for Large Districts

The creation of large school districts does not within itself insure for the schools all or any of the advantages enumerated

above. Improvement will depend to a great extent upon the vision and ability of those persons in leadership positions, school board members, superintendents, and others. Too little attention has been given to studying the nature of leadership needed in such positions, and the characteristics of successful leadership at work. This is especially true as it relates to preserving the autonomy and initiative of local school communities. Little attention has been devoted to finding ways to cut into community schools the local potential for improving education.

Nearly all large school districts contain a number of attendance centers. These centers generally exist in rather well-defined communities, frequently villages and small towns which have their own local governments. Even in cities, schools may be located in areas having some of the characteristics of local communities. Consequently, such districts are often made up of a collection of relatively independent communities, each having its own particular differentiating qualities, which have a bearing on both educational need and the potential for producing education.

Educational leadership ought to take into account these communities and provide opportunities for local interest and initiative to function. Historically, American communities have exemplified the best in our democracy through methods employed in handling affairs of local concern. Many students of our society are disturbed over the present trend which removed more and more decision making from the hands of people on the local scene and places great power in remote authority. Has the pattern of educational administration developed for large school districts contributed to this trend?

Helping All Parts of District

Perhaps no institution of society is of interest and concern to so many people as our public school system, society's invention for its own preservation and improvement. For the average citizen this interest is focused primarily on the school in his own community. The local school therefore offers an unexcelled opportunity for the exercise of those principles of democracy expressed through local autonomy at work. That schools can be greatly improved in the process is of great importance.

A not uncommon reaction of large unit educational administrators to expression of initiative in school communities within their districts is illustrated by the following true story. Two major communities exist in the school district. They are quite different in nature, but their school programs are intended to be practically identical. One community, wealthier than the other and numbering among its citizens a large proportion of professional people, sought to discover ways of developing a better school program for its children. The people were willing to levy an additional tax upon themselves in order to provide better educational opportunities. The district superintendent and board of education frowned upon this interest and discouraged local activity for school improvement — because the unit could not do for the second community what the first was willing to do for itself.

Undoubtedly, large school districts have tended to produce uniformity of purpose, curricula, and practice among member schools. While this may be desirable to a degree, when it results in such standardization that particular school community problems and needs are not taken into

proper account, it is bad. Conformity to central office requirements is likely to become a maximum rather than a minimum goal. More obvious examples of insistence on uniformity may be observed by noting the frequent custom of painting all school buildings during the same period and according to the same color scheme. This, we have heard, is to enable the superintendent to demonstrate that all schools are treated alike! If some school staff proposes a variation in common practice, it may be viewed with skepticism. In the first place other schools would not be getting the same thing. Secondly, if additional funds are involved, what would that do to the budget? Furthermore, all other schools in the district would be entitled to the same expenditure!

Instructional practices may be subject to the same kind of influence through such means as supervision, the purchase and distribution of materials for use in instruction, and the kinds of records and reports required.

Promotion of Local Initiative

An obvious outcome of this type of administration is that it places a premium on uniformity and puts a damper on the initiative and creativity of teachers and principals. Administration by central office directive, except in matters largely routine in nature, is restrictive. Even though rules, regulations, and directives may not cover many aspects of the educational program, the climate of relationships may become one in which individual and group initiative of teachers and lay citizens is hampered unless some action is taken by the superintendent to encourage it. Without this encouragement people aren't likely to interpret the atmosphere as being permiss-

sive, even though wide latitude actually exists for making use of the creative abilities of individuals.

Situations have been observed in which superintendents and school boards resented aggressive planning by school communities because they interpreted it as indicating dissatisfaction with existing leadership. This is further reflected by fears that "things will get out of hand," or the administrator won't be able to "keep track of what is going on." This may be taken as additional evidence that intangible factors may do more to throttle creativity than actual prescription. The net result is to encourage complacency and mediocrity of performance on the part of teachers and a "hands off" attitude by laymen.

Solutions to these problems of educational administration in large school districts need not lie in the reduction of their size, but rather in reconstructing the theory of leadership underlying their administration to provide leeway for the functioning of those principles of home rule which are a part of the American heritage. This means that the superintendent must be a firm believer in local autonomy and must recognize the importance of finding ways of cutting into the school program the potential for good education which exists to some extent in all communities. It means that he will consider one of his primary functions as being that of making his office and its resources available to local school communities for helping them in planning, organizing, carrying on, and appraising their own program of education. It means he will willingly share leadership and encourage its development in others. Obviously the crucial factor in the administration of large, or small, school districts is the concept the superintendent has of his own job.

A WORKING BOARD OF EDUCATION



In Custer County, Montana, no public body is considered more important than the County High School Board of Trustees which is responsible for the schools of today and the citizens of the next generation. The school board has under way, an extensive program of education including special vocational work in preparation for business, homemaking, mechanical, and agricultural careers.

Left to Right the board includes: Charles E. Hood, principal; Genevieve Petro; Herman Leibinger, chairman; Roy Snyder; Arthur Gilbert; Fern Kimball; Martin Swanson.

Basic Principles of School Administrative Organization *E. C. Bolmeier**

Mounting and perplexing school administrative problems necessitate today, more than ever before, clear-cut and well-conceived administrative organization. Unless responsibilities are specifically allocated and channels of authority determined whereby the responsibilities may be assumed and discharged, there may be considerable confusion, delay, and neglect in the administrative function. Despite the merits of democratic administration, chance cannot be taken that administrative problems will be solved by group initiation without authoritative direction. Many administrative matters must be acted upon promptly by those possessing the special qualifications demanded by their positions. Good organization expedites action.

Since organization is a determinant of effective school administration, it is essential that the organization be planned on the basis of sound principles. In fact, a fundamental function of administration is to plan organization which will facilitate all administration. Only when organization is planned in accordance with sound principles, such as the following, is it likely to give optimum aid in the effective administration of the school system.

1. *Those responsible for performing administrative functions should plan the organization.* In only rare instances is the administrative organization of a school system stipulated by law. Usually the school board is authorized by law to appoint and organize the administrative staff of the school system. It is neither general practice nor sound policy, however, for the board to select and organize the entire administrative personnel for the school system. The board is more likely to appoint a superintendent of schools, and then act upon his recommendations in such matters. The superintendent likewise would properly solicit the collaboration of

other members of the staff in planning the administrative organization. The principals, who are key officers in the organization, and the teachers, who are much concerned, should be consulted in planning staff and administrative relations. In brief, all persons on a school staff, having responsibilities with respect to certain administrative problems, should be permitted to help plan the organization.

Modified Line-and-Staff Type Desirable

2. *Pattern of organization should be purposeful.* Organization without a philosophy of education is purposeless. The school philosophy suggests the framework of organization; it outlines the purposes and goals of education. After the goals of education have been determined, proper consideration would be given to administrative and staff offices and their relationships in the organizational structure necessary to make those goals attainable. A purposeful organization would conceivably call for the services of various advisory committees, working committees, co-ordinating councils, and individuals. Some modification of the line-and-staff type of organization would be desirable in specifying administrative and staff relationships and allocating responsibilities for the initiation, direction, and co-ordination of efforts of all groups and individual members of the organization.

3. *Organization should determine the selection of personnel.* A common practice in planning the administrative organization of a school system is to apportion the responsibilities among existing staff members. Although often there appears to be no immediate alternative, such practice is a compromise of principle with condition. The result is that the effectiveness of the organization is limited by the number and abilities of its members. Where possible, a better practice is to

determine what is to be done and then to select the personnel who can perform the intended functions most capably. The guiding principle is to find the individual to fit the position rather than to change the position to fit the individual. This can be done more readily in the larger school systems where it is more possible perhaps to transfer members of the staff to positions for which their abilities and interests are best fitted. Where satisfactory transfer cannot be made and tenure rights are rigid the administration may have to suffer temporarily. A well-conducted in-service training program, however, will go far in qualifying persons to fit into a planned organization.

Lines of Responsibility

4. *Clear and precise responsibilities should be assigned to each member of the organization.* Although maladministration often results from acts of some member of the organization who holds a position for which he is not fitted, the cause may conceivably be due to a potentially capable official who does not know what his intended responsibilities are. A fundamental purpose of administration is to define the organization; to describe and allocate the various functions and responsibilities in such an orderly and precise fashion that each member will know what he is individually expected to assume and perform. The top executive in a school organization should specify clearly the extent and nature of responsibilities delegated to his immediate subordinates, and other officials with delegating authority should do likewise. Even though all members of the educational staff are working toward a common end, that end can be attained most effectively when each individual knows, assumes, and discharges his specific responsibilities.

5. *No person occupying a single position in the organization should be respon-*

*Professor of Education, Duke University, Durham, N. C.

sible to more than one person. The biblical principle that "a man cannot serve two masters" is applicable to the administrative organization of a school system. Any member of the staff who is required to take orders from two or more superiors is likely to be confused, inefficient, and irresponsible. For example, a supervisor who is held responsible to both an assistant superintendent and the principal of a school is likely to receive conflicting orders which will result in performances unsatisfactory to either or both superiors. Although the supervisor would have relations with both, it would be preferable to have line relations with one, presumably the assistant superintendent, and staff relations with the other. In general the nature of the staff relations would be defined and authorized by the immediately superior line officer.

6. *Responsibility should be delegated judiciously.* Although the superintendent of schools may be held responsible for the management of the entire system, it is obvious that he cannot serve as the functionary in all the administrative aspects of the organization. His own primary responsibility will be to determine what parts of the aggregate responsibility require his personal performance and what parts require performances by others. In the partition and delegation of responsibilities to others there should be caution that the nature and extent of a responsibility do not exceed the capacity of the person expected to perform it. Conversely, the delegated responsibility should not fall short of the capacity of the person who will perform it; otherwise his capacity would not be fully utilized. This principle is similarly applicable in the re-delegation of responsibilities. The one to whom a task or job is delegated becomes responsible for doing that job, but the superior who delegates this responsibility remains responsible for its performance.

Exercise of Authority

7. *Responsibility should be commensurate with authority.* It is inconceivable that one can accept a responsibility without the power to perform it, or conversely, that one should possess authority for which there is no related responsibility. When an officer in a school organization delegates a responsibility to a subordinate, it is implied that the authority accompanies the responsibility. When one has exceeded his authority in the exercise of administrative affairs it is likely because he has either disregarded or misinterpreted his true responsibility. In order to avoid misuse of authority, the responsibility should be unmistakably defined. If circumstances necessitate the withdrawal of authority, it is to be understood that the concerned member no longer assumes the responsibility with which it was delegated. Divorcement of authority and responsibility make organization meaningless.

8. *Authority should be exercised democratically.* Although authority of a school official may include all means necessary and proper for the performance of responsibility, that authority may be most effective if exercised with some consideration of the human element. Authority exercised democratically in a school organization does not at all preclude orderliness and control. It is more likely to engender cooperativeness in the performance of tasks toward a mutual goal. Although authority is generally conceived as flowing downward from the top executive of the organization, it is frequently beneficial to solicit suggestions from subordinates. Communication, designed to improve the organization and the administration, should flow from bottom to top as well as from top to bottom.

9. *Organizational structure should possess unity of direction.* Unity of direction or purpose can be accomplished best when one person is designated as being responsible for the administration of the entire school system. This principle is well illustrated by the so-called "unit type" of organization as contrasted with the "multiple type." If the school board appoints one person to serve as chief executive for the board, that person has the responsibility and the accompanying authority to delegate responsibilities among the members of the staff in such a manner that all are working toward the same end. On the other hand, if the board appoints two or more co-ordinate executives who are individually responsible to the board for designated phases of the administration, it is possible that they would work at cross purposes. The board could hardly direct the performances of its co-ordinate executives for purposes of unity without reserving and assuming for itself the executive function. Such would be contrary to sound administrative procedure.

Flow of Authority

10. *No official in the organization should be by-passed in the flow of authority.* A well-defined school organization

will indicate to whom one must go to receive orders or approvals. It would be improper for the principal of a school to go directly to the superintendent of schools with problems for which an assistant superintendent has been designated to deal. Conversely, it would be contrary to good administrative procedure for the superintendent to approach the principal directly about matters previously delegated to the assistant superintendent's area of responsibility and authority. To do so would indicate a disregard, misinterpretation, or modification of the administrative organization. Disregard of the specified lines of authority detracts from functional organization.

11. *Change in scope of responsibility of any official should be explained to all concerned.* A flexible organization will permit reassignment of responsibilities to staff members in order to meet the changing needs of a school system. Frequently the addition or elimination of a central-office position will necessitate a change in the extent and nature of responsibilities to be assumed by certain other officers of the organization. Certainly the person whose responsibilities and authority have been changed should be informed accordingly and immediately. Moreover, all members of the staff who have administrative relations with the member whose scope of responsibility has been changed should be so advised. Although it may not be necessary to prepare a new chart or manual of organization because of a slight and perhaps temporary change in the allocation of responsibility, it might be well to at least disseminate the information by issuing a mimeographed bulletin.

12. *A chart and manual of organization should be kept up to date.* Periodically, and particularly after important administrative personnel changes have been made, a new chart of organization with explanatory comments should be prepared and made available to at least all members of the school staff. Some superintendents present each newly elected member of the staff with an organizational chart and manual so that administrative and staff relations may be properly understood from the outset. The absence of a chart is likely to cause uncertainty and differences of opinion regarding personnel relationships. Obviously, though, the chart or manual of organization is worthless unless it is adhered to in all administrative performances.

The First of a Series—

The Broader Value of the School Lunch Program

*Elsie Maxwell**

The lunch program is one of the many new tunes which the whirling disk of progress has thrust into the modern school. The interplay of many movements has served to bring into focus the need and importance of adequate hot food for children during school hours. Our forefathers had taught us for generations of the importance of good food in attaining a healthful adulthood and a vigorous old age. Grandfather's root cellar and smokehouse, his home supply of milk and cheese, his trek to the mill for whole ground grain, even his reliance on sassafras tea and sulphur and molasses were the forerunners in the late nineteenth century of the science of nutrition.

Had rural economies not been outranked by great industrial movements it is doubtful if the school lunch program and the school application of the science of nutrition would have made rapid progress. While social changes made grandfather's philosophy of foods obsolete, they also served to carry his observations of food values into the new science. But the voices of grandfather or of the science of nutrition were no match for the lure of the honey-toned, smooth-pleading, prize-awarding, success-assured advertisers who were equipped with money and talent to market anything from chaff to pebble soup and make people like it. The outcome of this "refined living" produced an astounding number of young men unfit for selective draft service in World War I. Evidence indicated that they had been victims of inadequate diets during their years of growth. Moreover, the effects had left a permanent mark on their health and physical structures. It seemed inconceivable that this condition should be prevalent in a country whose food supply was the best in the history of the world!

Limited Early Beginnings

There were other spotlights playing on the home and family. Social surveys began to

*Portland, Ore.

show that, although we had a goodly supply of food and equipment, it was by no means adequate or equitable. People in great areas in the majority of states were found living under conditions fostering diseases, malformations of growth, nervous and emotional instability. Either through poverty, ignorance, or lack of home control, children were growing up under conditions which contributed to make them poor risks as future citizens.

Even with these facts and statistics to warn us, the daily lunch was not readily accepted as a school activity. Food habits have their roots deeply embedded in family mores. Taking over the noon feeding of pupils away from home seemed to usurp family and personal prerogatives. Consequently, the school gave attention only to the providing of lunches for children whose lack of food interfered with their ability to study. In many cases the relief of the child's poverty was not the motivating factor. State aid in many cities is based on daily attendance records. If a child is hungry he is not likely to show up at school with any degree of regularity. Hence the schools soon recognized the importance of providing breakfasts and lunches for the children of needy families. Often this food was prepared by the little girls in "domestic science" classes. Frequently, it was scant, unappetizing fare to which the unfortunate children were herded. Neither could they have enjoyed eating under the prying eyes of the little cooks and their teacher. Naturally the social implications were not conducive to the expansion of this type of a lunch service.

Those Home Prepared Lunches

Since the beginning of the public school system we have been too close to their daily work to see some of the obvious problems crying for solution. For generations we had become used to the rows of lunch boxes or paper bags reposing on the shelf in the cloak hall. The picture doubt-



less brings back the aroma which was the blend of the foods, fused with the stale odor of the hall, and the musty smell of well-seasoned wet coats, caps, and overshoes. Maybe you lost your appetite when you opened your lunch and the accumulation of these scents wafted upward! Or perhaps you recall, understanding now, the plight of the little Brown kids — colorless, stunted, and wobbly — who practically never brought a lunch and pretended they were not hungry. How they sneaked away while you were devouring your thick pork sandwiches and caramel-iced cake? Or you have since wondered what has become of the Markinsky kids who crowded around a common lunch pail and hid their heads behind the desk while they ate their lunches of cold pancakes?

Or maybe you remember being ravenously hungry yet no place was provided to eat lunch on days that were cold or rainy? The teachers often locked their classroom doors because they didn't want pupils in the rooms because of the crumbs, odors, and sticky-jelly desk tops which were left behind. Or, as a solution, you were herded into the room of the teacher who was on "lunch duty." Do you recall feeling welcome or free to enjoy your lunch hour with your associates in this setup? How queer it seemed that teachers took so little delight in eating! Usually they consumed a store sandwich and ate an orange as they read and kept order. There was little fun in those lunch periods. The idea was to swallow as fast as possible; get away to play or to loaf and get into mischief. Perhaps you belonged to the favored few who had jingling nickels and dimes with which to buy hot dogs, pop, and iced cookies at the corner store.

Social Changes in Homes

All the while these problems were becoming more and more acute; the home and school pictures were changing. Many mothers were earning family incomes along with the fathers. There was no one home



The lunch hour is a social period for older children.

at lunch time. Small schools were being consolidated into larger units. Children were transported long distances. This meant an early breakfast, if any at all was eaten. It was late when the children returned home. A noon lunch at school became necessary under these conditions. In the cities lunch hours were staggered to suit classroom schedules made necessary by the enrollments which exceeded the capacity of existing buildings. In other cases lunch hours were shortened to allow for afterschool time for extracurricular activities. Children had no time to go home for lunch. The answer in most cases was for a child to carry his lunch or have it in the school lunchroom.

All the while Federal bureaus, Land Grant and other colleges and universities, research foundations, and agencies interested in social welfare were making studies which showed the effect of quality feeding upon individuals. Old findings were verified and new approaches ventured which showed that well-balanced diets of high nutritive content yielded stronger, larger bodies; healthful functioning of the digestive, respiratory, and circulatory systems; decreases of the incidence and severity of infectious diseases; reductions of illnesses which followed in the path of deficiency diseases; improved dental condition and lessened frequency of dental caries; a stabilizing effect on the nervous systems and emotional states of children. All these improved physical conditions were paralleled by reduced behavior problems, increased ability to give attention to classroom procedure, and better school attendance.

Studies were also carried on which showed how to approach some of the problems in order to make the lunchroom more than a place for filling one's stomach at lunch time. Magazines carried reports of studies on methods for teaching children to like unfamiliar foods; devices used in

gaining community, teacher, and pupil interest in the school lunch program. Other articles listed types of problems in social and physical sciences, English, accounting, arithmetic, etc., which originated in the cafeteria and which could be used daily as teaching problems. Weight and measurement studies of pupils indicated that progress was made when better food became a habitual part of a child's life. Methods were tested for making the lunch hour an hour of enjoyable recreation. Finally teachers told of techniques and procedures in cafeteria management which stimulated desirable eating habits and helped make the cafeteria generally a success.

The Depression Helped Lunch Movement

Although these pointers were slowly accepted they left their mark. Then came the depression, reducing if not voiding, many of the customs and privileges which the families of the richest country in the world believed their due. Food prices, though low, were not low enough for the jobless families to afford. History had warned us that unrest and civil troubles came when people were hungry. Hence, those schools which had not operated the school lunch program were encouraged to do so. The Federal Government stepped in with subsidies for needy children who ate lunches or drank milk at school. The legislation under which the United States Department of Agriculture has carried on the federal lunch aid program has been the strongest influence for raising the standard of school lunches and making them almost universally available. Without question the stabilization of farm prices and the use of unsalable farm surpluses have been more powerful underlying motives for federal aid than the direct help to children

and to education. But the federal aid has been a powerful help.

In smaller communities parent-teacher associations and other organizations interested in child welfare sponsored the daily school lunch by supplying equipment and labor, and by pledging the money needed to make up deficits at the end of the year. In the early thirties the W.P.A. stepped in with a well-financed plan for setting up standards and supervising the training of school-lunch employees. Plans were worked out with administrators, and books of directions were supplied; all these federal activities were invaluable in developing better policies and procedures.

Out of this patchwork beginning has now developed one of the biggest special services which the schools have ventured to provide. Throughout the country the schools have extensive, well-equipped kitchens and lunchrooms for food service. There are great numbers of schools yet to be reached. The problem confronting us now is how to proceed to extend food services to areas in need and how to make the most of the possibilities at hand.

The School Board's Task

Assuming that it is the job of the school board to employ executives to approve the policies of administration and to look to the professional executives to carry on the work of the lunchrooms from day to day, it follows that it is important for the members of school boards to be aware of the goals of school lunch activities. The obvious purpose of a school lunch is to serve nutritious, appetizing food in a pleasing manner at a price which the children can pay and which at the same time will meet the costs of production. The hidden values of teaching good food habits; of raising the levels of physical and mental health through the ability to choose and eat a well-balanced diet; of integrating the lunchroom problems into the teaching tasks of the school as a whole; of causing the cafeteria to play a part in social and community welfare—all these deeper effects are of great importance.

An effective lunch program needs the wholehearted co-operation of the administration and the teaching staff if it is to succeed. Many a school cafeteria fails because neither of these groups feels that its duties include an interest in the school lunch. This is understandable when one considers the pressure of both curricular and extracurricular activities; the lack of voice which the lunchroom directors have in curricular activities, and the fact that few of the teachers have been trained in children's nutrition or have had the significance of a lunch program brought to their attention. Here the school board must render a significant service by insisting that the school lunch be placed in the

(Concluded on page 92)

HIDDEN TREASURE

*John F. Delaney**

Reclaiming hidden treasure from the ocean bottoms of the world has tempted adventurous men of every nation and clime. It has been an avocation of mariners for ages.

Salvaging millions of educational dollars annually sunk into the tax bills of parents of American pupils is a comparatively new experiment and a somewhat hopeless activity of school systems.

In ten years prior to 1947, the hidden treasure in the Chicago Public School System grossed much more than \$2,500,000. Then it was agreed something should be done about it.

Unknowingly the custom of treasure trove was invoked; and while the hidden treasure salvaged reverted to the school treasury, those who found the hidden treasure were rewarded as practiced anciently—except in reverse—the landowner received 75 per cent of the hidden treasure and the finder 25 per cent. In this case the finder was the pupil attendance of Chicago public schools and the reward was in library books selected by pupil committees for school libraries.

Results of this hunt trained a spotlight on a condition that is affecting every school system in the nation. Those who participated in the plan cross their fingers each year and hope the sum total of achievement will not sink again to depths reached in 1946.

The wholesome achievement attained by Chicago schools due to the campaign of a Board of Education Committee on Conservation of School and Municipal Property is remarkable. Because of its organized campaign against window breakage, larceny, burglary, and vandalism against school property, public park equipment and municipal street lights, the eyes of the nation are focused on the windy city.

*Public Relations Department, Chicago Public Schools.



Superintendent of Schools, Herold C. Hunt, awarding certificates to Chicago pupils for best records in reducing school window breakage.

Authentic estimates of costs blended into tax bills and paid by property owners—parents of pupils—in Chicago are:

	Annual Cost	Ten-year Cost
School window breakage.....	\$250,000	\$2,500,000
Coal cost due to breakage.....	8,440	84,400
Larceny and burglary..	12,500	125,000
Parks (property destruction).....	50,000	500,000
Municipal (street lights).....	75,000	750,000

The Committee on Conservation of School and Municipal Property, with William Bachrach, member of the board, chairman, came into being early in 1947. In three years¹ it compiled the following conservation results so far as window breakage alone is concerned:

Year	No. of Broken Panes
1946	60,799
1947	37,105
1948	37,435
1949	33,916

New York's Problem

Current reports of the situation in New York City are vague with Superintendent William Jansen reporting as follows: "I have no current figures to give you. The situation in New York City is extremely variable. In some areas where the playground space is adjacent to the school, the breakage is very great. In other areas practically no windows are broken. In order to give young people an

¹(Chicago's cost of replacing a broken window pane averages more than \$5. Using that figure, Chicago schools have salvaged \$300,705 of hidden treasure in window breakage alone.

opportunity to have recreation, we keep our playground gates unlocked at all times. As a result, we have heavy breakage during the long daylight hours of summer."

New York's situation was vividly portrayed by Commissioner Robert Moses who attained renown for his civic efforts and who composed a lengthy document titled "Vandals at Work." Space permits only extracts from his informative paper:

It is easy to measure the immense cost of vandalism, but still easier to exaggerate the number, spirit and support of those responsible. For, make no mistake about it, a minority of vicious hoodlums and bad eggs cause most of the serious trouble and a small minority can do immense harm in a short time without much danger of detection. Five per cent of the users of any public property—for public property is the main target—whether it be school buildings and equipment, school and library books, parks and playgrounds, statuary or street lights and fixtures, can wreck what the other ninety-five have a right to enjoy. . .

The Brooklyn Public Library reports that vandalism is a considerable problem throughout the Borough, although no one section suffers more than another and no particular pattern along racial, economic or national lines is discernible. Repair of broken windows, a major item in public buildings of all kinds, represents the greatest expense. . . Windows are irresistible targets to many children. . . The Brooklyn Library showed a loss of 12,000 volumes last year. Plates were torn out, comments written in and many volumes lost or stolen from shelves. . . In the New York Public Library, theft or mutilation of library books and deliberate damage to its buildings add up to close to \$10,000 a year. . . Selfish, lazy readers tear pages or sections out of encyclopedias, dictionaries and anthologies to avoid the effort of copying them. . . Damage to Manhattan and Bronx library buildings assume large proportions. It costs about \$600 a year to replace broken windows. . . Vandalism in New York City's parks and playgrounds cost us \$200,468 last year. . . As to actual figures, last year's replacement of light globes and bulbs cost \$22,922; of trees and shrubs,

\$36,204; of benches, bench ends and bench slats, \$28,046; of lawns, \$47,723; and of drinking fountains, \$11,872.

. . . A small fine from two to ten dollars will do wonders to establish the principle that training and responsibility begin at home, that breaking things and hurting people is not cute and that things that are broken must be replaced.

Harold D. Hynds, superintendent of Plant Operation and Maintenance Brooklyn Public schools, reports: "With regard to costs resulting from vandalism, including glass breakage, I estimate that the annual cost during each of the years from 1946 to 1949 inclusive was in the neighborhood of \$270,000.

"The estimated annual cost may be broken down — glass breakage, \$163,000; contract work and loss of equipment, \$40,000; fire loss (contract work), \$50,000; custodial force — material and labor, \$17,000. While the cost of glass breakage is quite accurate, the other figures are estimates only."

Other Cities Report

Chicago and New York are not distinctive in their problem of damage to school and municipal property. Reports from other cities furnish suggestions of a national situation and an enormous cost to the taxpayers:

Some of the cities canvassed sent details of cost of broken window panes. A most interesting report came from the Seattle (Wash.) public schools. It showed the following annual costs:

1939	\$1,644.18	1945	\$ 8,121.86
1940	2,251.05	1946	11,381.07
1941	2,305.81	1947	10,958.90
1942	3,987.54	1948	14,941.85
1943	4,444.44	1949	11,888.63
1944	7,288.89	1950	13,689.23

Seattle, with a school population of 122,951, shows a 12-year accumulation of \$92,903.45 expense for broken windows.

Typical Situations

Other cities reporting costs rather than number of panes broken follow: Pittsburgh's public schools show a cost of \$92,442.85 for

the four-year period from 1946 through 1949 as follows: 1946, \$16,056.81; 1947, \$20,577.74; 1948, \$28,474.72; 1949, \$27,333.58. Pittsburgh's school population is 73,848.

Somerville, Mass., with a school population of 14,802, reports costs due to window breakage for the four years as: 1946, \$3,240.62; 1947, \$2,269.24; 1948, \$3,736.47; 1949, \$2,956.56. There are 27 school buildings in this system.

Flint, Mich., reports costs for the four years as follows: 1946, \$6,024.60; 1947, \$6,499.09; 1948, \$9,915; 1949, \$8,861.10. There are 38 school buildings with 31,717 students in attendance. The total cost for a five-year period is \$36,171.40.

Omaha, Neb., furnishes cost figures for the four-year period as: 1946, \$2,349.63; 1947, \$2,962.14; 1948, \$2,955.07; 1949, \$3,759.79.

The School District of Philadelphia reports \$275,020.15 as expenditures made in the four-year period to restore broken window panes to school buildings. The school population there is 228,027. Specifically the year 1946 showed a cost of \$50,778.65; 1947, \$59,380.07; 1948, \$82,291.51; and 1949, \$82,569.92.

Clarence W. Anderson, custodian of buildings and grounds for the 26 public schools of Fort Wayne analyzes the causes and percentages as follows:

	Per Cent
Accidental during school hours.....	10
Broken during play periods.....	10
Broken by hail, wind, and weather.....	5
Broken by neighbor children after school	50
Broken by vandals who break to destroy and rob.....	20
Broken because of faulty setting or hardware.....	5

Some of the reactions contained in replies received from various cities reflect upon the specific situation as it applies to the particular city.

Where Play Causes Damage

James T. Wilson, superintendent of public instruction, Dade County, Fla. (Miami), observes in part: "It has been my observation that vandalism accounts for only about 25

per cent of our glass breakage; the remainder is due to carelessness and hurricanes. Our vandalism problem has not been one of broken glass as much as of damage to the interior of school plants, and especially cafeterias."

Walter E. Rilling, secretary-business manager of the Milwaukee Board of School Directors, comments in part as follows: "We have a sizable amount of window breakage as a result of the extensive use made of school grounds and adjacent playgrounds by teenagers and others in both supervised and unsupervised activities — particularly softball games. However, we have not found it to be so great as to call for a campaign against damages of this type or kind."

Edwin F. Nelson, assistant superintendent in charge of business affairs at Hartford, Conn., writes: "While we cannot give you the number of panes broken each year, I have a distinct impression that the problem is becoming increasingly worse here."

W. F. Holzappel, chief building engineer of the Wilmington, Del., Board of Public Education, states: "We do not keep any statistics on the number of panes broken during the school year. Would like to state that it is considerable. We estimate it takes 1½ glaziers full time replacing the glass throughout the system. Our enrollment is approximately 12,800."

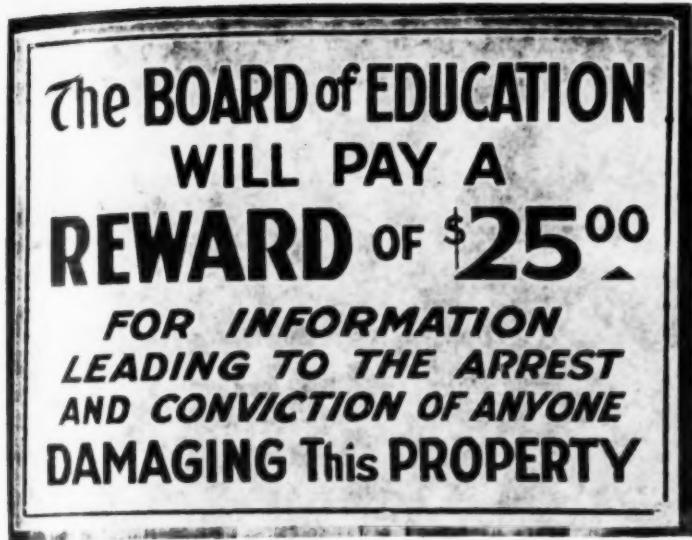
Alvin T. Stolen, superintendent, board of education, Duluth: "This matter is a serious problem to us and we are not having much success in trying to improve the situation."

John Brown, business manager, board of education, Elizabeth, N. J., comments: "If your study of this situation will bring about any reduction in the breakage each year, it will mean a great saving."

Thomas B. Portwood, superintendent, San Antonio, Tex., Independent School District. "We have carried on a campaign of appeal to students through Parent-Teacher Associations, student councils in junior and senior high schools and through other such avenues and we believe that this movement has paid off in the conservation of school property and other public property. We have found that the students, themselves, can present this

SCHOOL WINDOW BREAKAGE REPORTED BY TYPICAL CITIES

	Number of Panes Broken (by year)				School Population	Number of Panes Broken (by year)				School Population
	1946	1947	1948	1949		1946	1947	1948	1949	
Phoenix, Ariz.	....	2,200	2,200	2,200	18,424	Elizabeth, N. J.	1,224	1,405	1,469	2,430
Los Angeles, Calif.	22,070	20,226	21,090	22,560	363,338	Trenton, N. J.	2,727	2,364	2,571	2,897
Oakland, Calif.	10,041	7,517	8,076	7,750	60,655	Syracuse, N. Y.	1,951	2,052	2,572	2,162
Atlanta, Ga.	....	5,516	5,256	5,209	60,916	Utica, N. Y.	3,920	3,140	3,800	3,420
South Bend, Ind.	1,200	1,500	1,500	1,000	13,540	Akron, Ohio	4,234	....	5,310	5,644
Kansas City, Kans.	665	460	755	1,075	23,042	Cincinnati, Ohio	....	6,897	7,252	56,793
Louisville, Ky.	4,055	5,338	5,065	5,298	44,092	Columbus, Ohio	4,506	4,218	5,046	4,198
Springfield, Mass.	1,600	1,600	1,500	1,800	27,349	Dayton, Ohio	4,887	4,977	5,482	6,137
Detroit, Mich.	19,451	19,113	17,928	18,802	237,018	Toledo, Ohio	4,212	5,099	5,352	4,929
Duluth, Minn.	1,110	1,378	995	1,485	18,190	Youngstown, Ohio	1,406	1,425	1,175	2,011
St. Paul, Minn.	3,025	2,334	3,058	3,137	36,238	Providence, R. I.	3,168	3,637	3,137	4,057
Jackson, Miss.	1,237	1,206	1,152	1,071	11,636	Memphis, Tenn.	....	4,127	3,680	43,110
Kansas City Mo.	4,902	4,505	4,760	5,049	58,916	Nashville, Tenn.	1,184	1,257	1,333	1,565
St. Louis, Mo.	20,658	21,212	21,531	23,876	109,223	Chattanooga, Tenn.	1,650	2,450	2,175	3,016
Manchester, N. H.	379	318	425	522	6,577	Cheyenne, Wyo.	937	727	815	7,733



Reward sign placed on school buildings, Chicago, in a war against window breakage.

matter and secure greater co-operation from fellow students than can be gotten by any adult movement."

What Can Be Done About It?

While the Chicago board of education was salvaging more than \$300,000 in hidden treasure over a three-year period, many effective operations were being tried out by the Committee on Conservation of School and Municipal property, with the co-operation of the Association of Commerce, Boys Club Association, Building Service Employees International Union, Camp Fire Girls, Boy Scouts, Girl Scouts, Park District, Police Department, Junior Association of Commerce, Parent-Teachers Association, and Student Councils of Chicago schools co-operating.

That the right man was selected to organize this campaign became assured when it was learned that William Bachrach, chairman, had had a never forgotten experience during his school days. Someone broke a light in the public school he attended. Suspicion was directed toward him—he'd had nothing to do with it—but he was reprimanded and forced to pay for the light. Now he was chairman of the board committee which must stamp out vandalism if possible. That's what he wanted to do most.

The first step in the campaign was to call a meeting of various departments of the school board and representatives of the co-operating agencies to thoroughly study the problem that faced the committee. Many constructive suggestions were offered and put into effect by the committee.

The campaign was concentrated upon 214 schools with bad window breakage records among the 412 which make up the Chicago schools system; reward signs were posted on school buildings; the Building Service Employees International Union prepared and distributed 375,000 circulars to students, with instructions to read, take home, and return signed by a parent; a "Flying Squadron" of

speakers under the direction of Joseph E. Marcus of the Junior Association of Commerce was organized; close co-operation of neighbors immediately adjacent to school property was enlisted; co-operation of school stores was solicited and a plan to make the school enrollment part of the team by rewarding schools for bringing about the most improvement in reducing window breakage and vandalism was initiated.

The Committee's First Report

The first annual report of the Committee on Conservation of School and Municipal Property is enlightening. It reads:

During 1946, the Chicago Public Schools spent \$215,000 for the purchase of library books. During 1946, the Chicago Public Schools spent



William Bachrach, member of the Chicago board of education, and original chairman of the committee for conservation of school and municipal property.



What may happen to the windows of municipal property. An abandoned Chicago public building.

\$273,000 to replace the broken windows in school buildings. The first expenditure was a constructive investment; the second was a costly symbol of wastefulness, destructive of educational values.

In February of 1947, the School Board authorized a Committee on Conservation of School Property to crusade against window breakage.

One phase of the Committee's work was a glass-saving contest with prizes to schools achieving the best record in the seven-month period between February and September—1947 compared with 1946. Prizes totaling \$22,000 worth of library books were authorized, to be awarded to the 228 schools which achieve the lowest two-year record, or the greatest percentage of reduction in 1947 over 1946 between February and August inclusive. The principals, teachers, engineers, newspapers, the P.T.A. and local civic leaders joined wholeheartedly in the contest and the outcome was very successful. Sixteen thousand fewer window panes were broken in school buildings between February and September in 1947 than in 1946.

The second phase of the Committee's work involved a longer range plan, namely, a twelve-month record of glass-saving achievement for the calendar year 1947 compared with 1946. In 1946, a total of 60,799 window panes were broken; in 1947 only 37,105 panes were broken. Attached herewith is a list of elementary and high schools which made the best records, analyzed according to (a) fewest window panes broken during 1947 and (b) greatest percentage of reduction in breakage in 1947 over 1946—grouped according to large schools and small schools.

In 1936 to 1946, a period of ten years, about \$2,500,500 worth of window panes were broken in public schools. During 1947 due to the campaign against breakage, \$118,500 was saved. It is hoped that this saving may be reflected by giving the schools that made a savings useful playground, gymnasium and other equipment to be taken from the building fund. Instead of appropriating \$300,000 as was done in 1947, \$200,000 was appropriated for 1948, so every effort must be made to keep up the spirit of conservation which has been developed.

A third phase has been the joining together in a common co-operative effort certain civic organizations and the Board of Education Committee and officials.

Since then the possibilities of the future have been put squarely up to the taxpaying parents and the student body organizations

(Concluded on page 92)

PART II—FISCAL CONTROL, PURCHASING AND SCHOOL PLANT

For the first 19 years of the period covered by this study, there is no evidence to indicate that the superintendent had any important part in developing the school budget. The only fiscal records for the early years are the clerk's annual financial report as given in the minutes and published in the newspapers. The board, in estimating the millage needed, apparently was guided by what the expenses of the district had been for the previous year. Although the first superintendent began to attend board meetings in 1896-97, he was not present when financial matters only were under consideration. His successor attended board meetings with regularity except when the meetings were called to borrow money or pay bills. When he attended the annual taxpayers' meeting, at which the budget was prepared and the millage voted, it was for the purpose of reporting on school enrollment and indicating the possible need for an additional teacher.¹

Preparing the Budget

It was not until 1910 that the superintendent took an active part in the making of the budget at the annual meeting. In that year he spoke to the assembled taxpayers on the subject of the levy and defended the board's expenditures as judicious.² He told the group that if Eugene wanted good teachers it would have to pay good salaries, defended a purchase of pianos, and advocated the inclusion of special work in manual training and the commercial subjects.³ Despite his best efforts, the meeting voted a compromise tax of five and one-half mills, the board having asked for six, and the conservative group having tried to secure five.⁴ The newspaper account of the meeting credited the superintendent, the chairman of the board, and the mayor with "splendid talks" responsible for securing the compromise levy and said that those who opposed the higher tax "declared that they had secured an education without the 'frills' and didn't see why it could not still be done."⁵

The same superintendent again participated in the annual "battle of the budget" in 1912 when he defended the benefits of manual training and "deplored the shortsighted policy of erecting buildings that are inadequate."⁶ His efforts were apparently effective in arousing public sentiment for manual training as it was made a part

¹Superintendent of Schools, Eugene, Ore.

²Eugene Register, February 1, 1900.

³Ibid., December 11, 1910.

⁴Ibid.

⁵Ibid.

⁶Eugene Twice-A-Week Guard, December 12, 1910.

⁷Eugene Daily Guard, December 3, 1912.

A STUDY OF

School Board—Adminis-

The Development of the Eugene,

of the curriculum and the meeting voted to begin a series of citizens' conferences to study the need for a new high school.⁷

Beginning in 1913, the budget began to take on modern form. In the preparation of the budget in that year the chairman of the finance committee presented to the board a "Budget of Estimated Expenditures for the next year."⁸ The board acted to divide the estimated expenses into the various funds as provided by law, the report in the minutes book showing for the first time a statement of estimated receipts and expenditures in a form similar to that now in use by Oregon school districts.⁹ In 1914 the budget was presented at the taxpayers' meeting by the chairman of the finance committee with the superintendent's salary of \$2,700 as the special target of some of those present.¹⁰ It was the school clerk, however, who appears to have had most to say at the meeting about the adequacy of the budget.¹¹

Superintendent's Influence Increases

The annual budgets from 1915 to 1920, during which period the first professionally trained superintendent held the position, appear to have been chiefly the responsibility of the finance committee. The superintendent's responsibility increased constantly, his part being clearly indicated by this statement in an account of the 1915 meeting:

W. R. R., superintendent of city schools, talked in favor of the appropriation, saying he was pleading for the better education of the children of Eugene. Mr. R. said that the removal of teachers and the cutting down of other expenses last year had materially decreased the efficiency of the schools. He claimed the levy was trimmed as close as possible.¹²

It was also noted that the superintendent's statement was backed by the chairman of the board. This is significant in that it indicates that the superintendent, and not the board chairman, was the leader in the defense of the budget, a condition not noted before this time. Further evidence of the superintendent's respon-

sibility in fiscal matters is shown by the statement made by the superintendent in 1916 that one of the first tasks given him when he became superintendent was that of "reducing the pay roll to meet the financial condition of the district."¹³ The board also indicated in 1920 that it was dependent on the superintendent for preparing the budget.¹⁴

The school clerk, as business manager, was the key figure in the preparation of the budget after the recall election of 1920. By motion, the board in 1921 directed the clerk "to prepare an estimate of the budget for the ensuing year."¹⁵ A new budget law which became effective in 1921 required the appointment of five freeholders to serve with the board as a budget committee, the preparation thereafter being credited to the committee even though the board instructed the clerk to do the preliminary work. Such information as was furnished to the committee by the clerk was on one occasion referred to as "the trial budget."¹⁶ The superintendent still had some responsibility as he was assigned by the board to serve with two directors in preparing a statement for the press in 1925, a statement "relative to the financial needs of the district and the necessity of supporting the budget."¹⁷ Apparently he was expected to explain and defend expenditures which he had little or no part in recommending.

Although passed by a vote of 182 to 88, the validity of the 1927 budget was challenged by taxpayers, who were said to be friends of the clerk, on the grounds that it had not been legally advertised.¹⁸ Items which were particularly subject to attack were \$500 for travel expenses, \$165 extra for a dean of girls, and \$135 a month for a head janitor. Advised by the attorney general that the budget must be voted on again, an election was held and it was defeated 345 to 174.¹⁹ One board member attributed its defeat to opposition of the clerk and some of his friends to the superintendent whom they wished to oust,²⁰ but a budget was finally passed at a third election.

¹²Minutes, June 19, 1916.

¹³Eugene Register, February 24, 1920.

¹⁴Minutes, May 3, 1921.

¹⁵Eugene Register, August 10, 1925.

¹⁶Minutes, November 23, 1925.

¹⁷Minutes, September 20, 1927.

¹⁸Minutes, October 31, 1927.

¹⁹Eugene Guard, November 9, 1927.

Administrator Relationships Clarence Hines*

Oregon, Superintendency, 1891-1944

Superintendent Made Responsible

Difficulties encountered in passing the 1927 budget brought to light certain questionable administrative practices and led to the selection of a new superintendent in 1928. He was given the responsibility for preparing the budget for submission to and approval by the budget committee. It was noted in 1931 that copies of the proposed budget were placed in the hands of members of the committee for study prior to the meeting.²¹ By 1938, when the last superintendent to serve during the period of this study took office, the budgetary procedure of the district was well established. It consisted of the clerk, under the direction of the superintendent, preparing the preliminary estimates, usually referred to as the "tentative budget," for the consideration of the board. Following consideration by the board, changes recommended were included in a revision for study by the budget committee. At the committee's meeting, the superintendent explained the items one by one for approval or rejection by the committee. Changes were seldom made as the budgets were carefully drawn with adequate substantiating evidence. Following approval by the budget committee, it was the superintendent's responsibility to explain the needs of the schools, as shown by the budget, to the voters.

Bond Issues

Although Eugene had three school bond elections before 1915, it was not until that year that a superintendent actively participated in the contest at the time of the election. The superintendent in 1899, and the one in 1913, each contributed to public recognition of the need for additional school facilities, although their parts in the actual elections were of but minor importance. In 1914 when an organized group opposed the issuance of bonds for a badly needed new high school, the board asked the superintendent to assemble data with which to refute arguments advanced by opponents of the issue. Another superintendent, in 1924, joined with the school clerk and a member of the board to make talks in favor of an issue to finance two new junior high schools. Two years later the superintendent was given the task of

organizing the parent-teacher groups of the city to support an issue for two elementary schools.

The Purchasing Job

General policies of the board routed the purchasing of supplies through a board committee, the superintendent, or the clerk from the early years of the century. It is difficult to discern that the board ever had an established policy prior to 1928 for the purchase of equipment. The designation of an individual, a committee, or a group to purchase a particular item at one time might be followed a short time later by some other procedure with regard to a similar item. Expediency appears to have been the policy followed during the first 25 years of the period. One exception appears to have been that whenever there was a woman on the board and curtains were to be purchased for any building, she was designated to make the purchase. It was customary for salesmen for all kinds of equipment and supplies to appear before the board to present their wares. During the period 1920-27, much of the purchasing was done by board committees, less by individual directors, and almost all of the routine items by the clerk. The superintendent first made recommendations for the purchase of necessary equipment in 1902, his right to recommend being recognized much earlier than his right to make any actual selection or do any purchasing.

The superintendent who served from 1913 to 1915 made numerous purchases, and the board delegated even greater responsibility in this matter to his successor, 1915 to 1920. The next three men, 1920 to 1928, made occasional recommendations to the board for the purchase of needed items but did little or no actual buying. No formal action with regard to purchasing was taken in 1928 when the board made the new superintendent its executive officer, but he had the board's confidence and there are very few instances when board members or committees made purchases after 1930. Regularly budgeted items were purchased through the superintendent's office after that year.

Selection of Sites

Sites were secured for 11 school buildings in Eugene between 1891 and 1944;

few indeed were those which were chosen without controversy. In the earlier years no studied approach was made to the problem of site selection, the judgment of the board and the pressure brought to bear on the individual directors more often than not being the deciding factor. A taxpayers' meeting in 1902 weighed the merits of two proposed sites for a new high school and directed the board to purchase one of them. In spite of this action, the board bought the other site and built there. Six years later the superintendent reported the site unsuitable in both size and location.²²

The board made its first attempt to properly locate a site in 1908 when it instructed its building committee to make a study for a new building. The committee made an extended report showing the number of pupils in each part of the district, number attending school, distance walked, and similar information, to determine site location.²³ Probably much of the information for this study came from the superintendent, but the minutes do not indicate that he had any part in preparing the report. It was in 1928 that the board instructed the superintendent, who had already been discharged effective at the end of the school year, to make a survey "for the purpose of determining the best location for the next new school building."²⁴ Sites acquired after 1928 were all purchased after careful study by the superintendent, or members of his staff, and recommendation to the board.

Selection of Architects

The procedure used in selecting architects for Eugene's early-day school buildings was that of asking architects to submit plans and then choosing the architect whose plan the board preferred. As nearly as can be determined, little or no thought was given to the architect's experience with school buildings. Some progress was made in 1913 when the board instructed the superintendent and high school principal to "outline the necessary rooms required" for a new high school.²⁵ In 1915 the superintendent was instructed to confer with an architect relative to plans for a new elementary school.²⁶ Later it directed him to "go into more details with Architect B. in preparing the plans and that the superintendent notify for a special meeting as soon as ready."²⁷ The clerk represented the board in dealing with architects in 1924,²⁸ but when Eugene began plans for its third high school in 1941 it was the superintendent who contacted architects.²⁹

(Concluded on page 80)

²²Eugene Register, June 16, 1908.

²³Minutes, February 6, 1908.

²⁴Ibid., February 14, 1928.

²⁵Ibid., November 26, 1913.

²⁶Ibid., November 17, 1915.

²⁷Ibid., April 26, 1916.

²⁸Ibid., January 14, 1924.

²⁹Ibid., May 26, 1941.

*Minutes, June 22, 1931.

Permanence Versus—

Security for School Administrators

*William H. Fisher, Ph.D.**

It will come as no great shock to those in the field of school administration when they read that the position of superintendent of public schools in some communities is a most precarious one. Although the writer has never occupied such a position, he has, as a teacher, observed this phenomenon and has been a teacher in a school district where the superintendent was forced from his position. Outright dismissals of superintendents are infrequent. But there is no doubt that uncounted thousands of them have resigned under pressure or have "moved on to something better" (or worse) as they have become aware of an approaching storm.

Actually, the causes of such insecurity are to be measured in complex terms. Also, to what extent justice is on the side of the dismissed or his board of education is sometimes extremely difficult to determine. When cases of real dissension arise, nothing short of an objective community survey conducted by trained social scientists could determine on which side the much talked of "public opinion" lies.

The question of security for competent leaders of our public schools is no longer in the academic stage. The dismissal of Willard Goslin in Pasadena has pointed up this nationwide issue as have few events in recent times. Not only are Mr. Goslin and the community which let him go "on the spot," but — what is more to the point — the profession (not to mention the public generally) will be anxiously awaiting the reports of the special investigating committees appointed by the National Education Association and the American Association of School Administrators.

Mr. Goslin is recognized among his fellow educators as one of the leading schoolmen in the country. It is, therefore, easy to prejudge the Goslin case, and why shouldn't it be? Would the medical profession long tolerate a situation in which a community removed from its midst — let us say as chairman of the medical board of the hospital — a trained and qualified doctor, endowed with a national reputation in his field?

The Contributing Elements

Among the elements contributing to the insecurity which plagues many public

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school administrators, two loom large: (1) the activities of pressure groups, such as taxpayers' associations, political partisans, economic organizations composed of employers or employees, and some religious institutions; (2) disgruntled staff members, who for reasons of petty jealousies and personal ambitions are seeking to undermine confidence in the administration. It should be added that genuine security for school administrators is not promoted by assuming that all pressure groups (including those which arise among staff members) are ipso facto in the wrong.

It is essential, however, that the premise be granted that insecurity at the top of any staff tends to promote undesirable conditions which will render the schools ineffective in their work. It has been easy to convince school administrators of this fact; it has been far more difficult to convince teachers. An examination of the record will indicate that many teachers who have been interested in their own security frequently have been indifferent to security for their administrators. The current national scene is causing teachers to re-examine their attitudes.

One sign of progress may be observed in the similarity between policies that are being supported by organized teachers' groups with regard to national educational issues and those which have received the support of administrators' organizations. For the sake of the over-all stability of the profession, it is imperative that whenever possible teachers and administrators co-operate in the essential work which they are both seeking to accomplish. Educational organizations must face the fact that attacks on school systems by malevolent pressure groups are usually focused upon the more vulnerable positions at the top of the school organization. However, the evidence is convincing that when such attacks are successful, it is the whole teaching staff which ultimately feels the effects.

Nothing contained in this statement constitutes a defense of poor administration. It is recognized that there are incompetent or opportunistic administrators. However, it is important that teachers remember that criticisms which they frequently level against their administrators actually constitute more an indictment of the frailties of human personality than a rational approach to the problem. There is not a single occupational or professional group

in the country that represents a uniformly efficient personnel. Incompetencies are rife in all walks of human endeavor. The point that teachers so frequently forget is that administrators work under intense pressures and what is frequently assumed to be inadequacy at the top is the result of these pressures.

It should be widely agreed that security for administrators is essential to the welfare of the community, the school children, and teaching staffs. Is legal tenure the best way to procure it? Definitely not! If the question of tenure laws for teachers is debatable (see my article in the *Clearing House* for January, 1951), then it follows that the strictly legal approach as it relates to administrators is positively undesirable.

Boards of education do have, and properly so, the right to employ and dismiss. But there is a vast job of education to be done on this front. The Goslin case in Pasadena has already shown that there are intelligent and public-spirited citizens who resent injustice in school affairs. School officials should have no hesitancy in cultivating the support of such persons in every community.

Teacher Support and Stability

Just as parents and other citizens need to understand that stability in the school organization is in the best interests of the children, more teachers need to become aware of the fact. School administrators are hesitant in their approach to this matter. Of course, the best way for the administrator to gain the support of his teaching staff is to do an effective job. But if conscientious and successful administration has been performed and trouble nonetheless develops, the superintendent — if he wants to stay in the community — should have no hesitancy in discussing the matter with members of the teaching staff. It should be pointed out to them what are the implications of the situation for their own security.

When a community has become embroiled in a bitter conflict over its schools, the scars that remain can be cruel and deep. This fact must be faced by any administrator who contemplates going down fighting for a principle. But let's not forget that the record of history proves that martyrs are necessary in the struggle for

(Concluded on page 92)



General View, Sunset Cafeteria Building, Coalinga, California.—Coates & Metz, Architects, Fresno, California.

Coalinga Solves Cafeteria Problem

Henry F. Bishop and Maurice J. Metz, A.I.A.***

The school sites of the Coalinga-Huron Union Elementary School District are located some 17 miles apart, but are similar in the curriculum and general concept of elementary pupil needs. The need for hot, well-balanced lunches, and an adequate facility in which to prepare and serve them has been answered with the construction of the recently completed cafeteria building illustrated on these pages.

Serving the nearly 1000 children of the Sunset Primary and Intermediate buildings on the Coalinga property, the cafeteria contains 14,040 square feet and includes a main dining room designed to accommodate 600 pupils at one sitting; a faculty dining room that comfortably seats 40 teachers; kitchen, serving line room; dishwashing room; meat, dairy, and vegetable walk-in refrigerators; meat and vegetable preparation room; dietitian's office, pantry, bulk goods storage room; refrigerated garbage room; toilet facilities for both pupils and help; lockers and shower for the help; and heater and air conditioning rooms.

Three major factors were mandatory by the School Superintendent and Trustees. These were:

1. A straight line, efficient method of storing, preparation, and cooking of food.

2. An uncongested, continuous system of serving the pupils.

3. A centrally located dishwashing room where the children would return their own dirty dishes.

These requirements are achieved by placing

the food storage and preparation areas, as well as the kitchen, along the north end of the building, in a straight line. Thus, once raw food supplies have been delivered, there is no cross traffic through the preparation, cooking, and service routes. Although the



The students' dining room has been planned for maximum service under quiet, attractive conditions.

*District Superintendent.

**Coates and Metz, Architects.



The teachers' dining room is an attractive, colorful room.

tables are set, and the food waiting for the smallest youngsters, the larger pupils pass single file through the serving line. Ample provision has been made with the 40-foot long serving counter to keep pupils moving without congestion. A steam table, iced salad section, dessert counter, milk, and ice cream boxes assure the children of inviting meals.

After eating, each child returns his own tray to the dishwashing room located along the center of the east wall of the dining room, adjacent to the main exit. Here trays and utensils are washed, sterilized, and returned to the adjacent serving room, to be stored until their next use.

The district policy includes furnishing meals to those students who are unable to pay for their own. In return the students help in the serving, in supervision, or wherever they are needed.

Ample storage space makes it possible to buy canned and staple food items a month in advance, resulting in a considerable saving to the school district.

The building, designed to meet with California's earthquake and fire-panic law safety provisions, is of reinforced concrete, steel roof trusses, and composition roof. The main and faculty dining rooms are finished with asphalt tile floors, acoustic tile ceilings, and plastered walls with pleasing tones of greens and grays in the larger room, and a more intimate dusty rose, with gray-green floor tile, in the smaller dining room. The service areas of the building are finished with semi-gloss enamels on smooth plastered walls and ceilings. Asphalt tile has been used in these areas, where practical. The toilet and shower facilities have ceramic tile floors and wainscots for maintenance purposes.

The building is completely air conditioned both for summer and winter use, and has proved successful for community as well as school uses.

The building cost was approximately \$186,000, including equipment, but not furniture nor architects' fees, resulting in a square footage cost of \$13.25 at a distance of 65 miles from the contractor's labor and material sources.

The school trustees, President, Frank H. Smith, Secretary, Annie E. Cheney, Carl Gustavson, Glenn Clark, and Joseph Mouren, feel that the new cafeteria has been in operation long enough (nine months) to justify its place in the school program. That need is to provide not only well-balanced meals, but to provide a classroom for learning grace

and social etiquette to make our children better citizens of tomorrow.

The school lunch should function as a part of the total school curriculum. It is a learning opportunity which contributes to the health and social education of the child.

Quoting Dr. Oliver E. Byrd, director of 1948 Nutrition School Workshop at Stanford, "Cafeterias should be used to educate pupils in sound nutritional habits and understandings, rather than merely providing places to eat....

"Cafeterias should not be operated for profit, but should become a part of the school curriculum around which a whole series of learning experiences in nutrition may be established."

Any cafeteria to properly function will have co-operative planning by the cafeteria manager, the building principals, the health coordinator, and the grade teachers. The latter will teach projects to stimulate interest for essential foods — the desire to eat right foods, to try new foods, and new recipes.

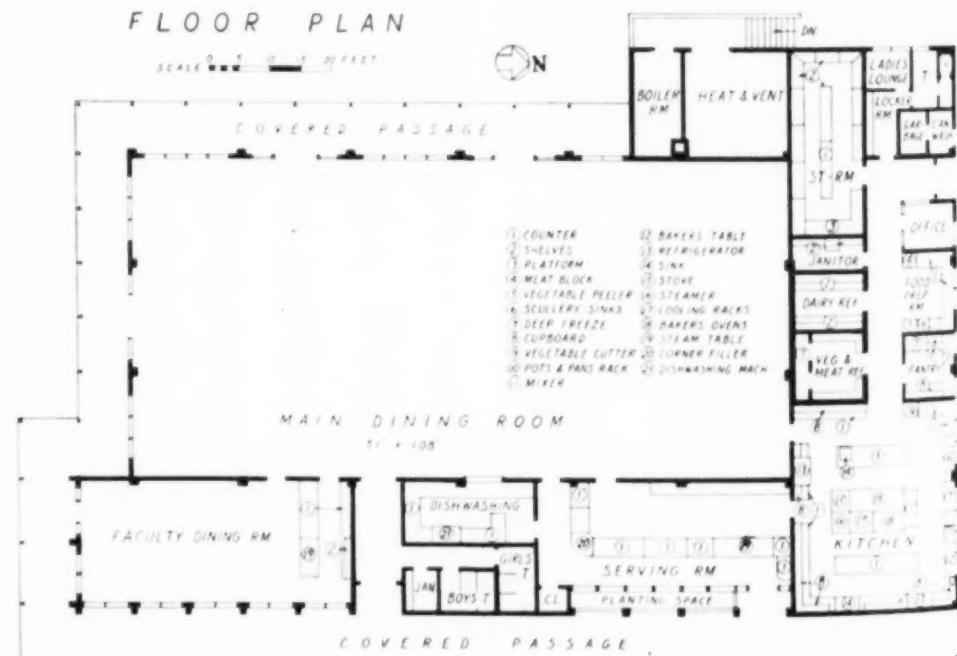
Pupil lunch committees may assist in the solution of problems such as:

1. Wasted food — dropping on floor
2. Lunchroom etiquette — respecting rights of others in lunch line
3. Leaving tables neat and orderly
4. Co-operation in trying new foods

Inasmuch as parent education is an integral part of school activities, the school health department and teachers have evolved the following simple suggestions to parents relative to eating habits:

1. Do not force foods under any circumstances.
2. Make food as palatable as possible by seasoning, by variety, and by serving small enough quantities. (Refills are desirable.)
3. Meal times are made to order for good cheer, pleasant conversation (including the children), and relaxation.

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Floor Plan, Sunset School Cafeteria Building, Coalinga, California.
Coates & Metz, Architects, Fresno, California.

Co-operative Planning for Administration

Arvey E. Diettert* and Chester C. Diettert**

Much of the criticism directed toward principals and assistant principals by staff members has its source in the feeling of teachers that the principal is an autocrat, that he is adamant, that the assistant principal is used only as a buffer or go-between, and that ultimately teachers have no part in setting up administrative goals or procedures. To avoid unwholesome results that inevitably come from feelings such as these, co-operative planning will produce an understanding of each position as well as respect for the work that needs to be done co-operatively for good administration.

Take the assistant principal. The title implies that his over-all function is to assist the principal in the duties and responsibilities of administering and supervising the educational program in an individual school. Theoretically, the assistant principal should be able to take the principal's place any time. This means that the assistant must be thoroughly conversant with the general policies as well as rules and regulations of the school and school system; and in addition he must know the problems and issues confronting the school. His work does not come to him piecemeal as so many segments of work assigned to him by the principal, although specific duties and jobs may from time to time be required of him. In the division of work between principal and assistant principal there is real need for co-operative planning of the total job. Any two different people might divide the work differently, taking into consideration specific interests, training, experience, and other pertinent factors qualifying these people for administrative work.

Principles for Dividing Jobs

In the process of co-operative planning several important principles have to be observed. It must be remembered that effective administration goes far beyond mere conformity to rules and regulations, the perfunctory application of rules, and the performance of routine functions. Definitely established procedures must be accepted and regarded as the "current way" of getting things done. A continual appraisal of procedures is desirable and necessary lest administrative practice becomes

static. The effectiveness of adopted policies and procedures must be under constant survey and analysis by the entire staff. In this respect the job of the principal and his assistant is twofold: first, to lead the staff and community in understanding, interpreting, and applying the policies and practices currently in effect; and second, to permit and to make adequate provisions for the participation of teachers in the evaluation of existing procedures and to encourage teachers to make constructive suggestions for improvement.

Many of the specific elements of the principal's and assistant principal's job may be listed, but it is both difficult and dangerous to attempt to give a complete list or regard any listing as complete. Too, these specifics may vary greatly from one school system to another, from small schools to large schools, and from state to state because of legal requirements. However, so that co-operative planning may proceed in a better than haphazard manner the following specific elements of the principal's and his assistant's job are offered for consideration:

Twenty-Nine Jobs That May be Assigned

- To administer the general rules and policies of the school system as they apply in the school
- To attend meetings called by the central office
- To make available to the entire staff all regulations as they are enacted by the board of education or by the superintendent
- To hold periodic meetings of the teaching staff
- To send to the central office all periodic and special reports as required
- To keep the central office fully advised as to the conditions and needs of the school
- To organize the program of the school, to assign duties and responsibilities to staff members, and to administer the instructional program
- To share co-ordinate responsibility with instructional directors and supervisors for the improvement of instruction in the school
- To participate in conferences on committees on curriculum or other matters as requested
- To make available to teachers the superintendent's bulletins and all communications from the central office staff which are of concern to teachers
- To carry on school procedures and policies in such a manner as to maintain happy and wholesome relations between teachers and students
- To handle all complaints affecting the school by investigating the facts and by referring such complaints as cannot be adjusted to the central office
- To evaluate the efficiency of each member of the staff in accordance with the established plan of appraising teaching efficiency
- To safeguard the health, general well-being, and safety of the staff and the pupils in the school; to this end to provide definite plans to insure safety for all in an emergency or sudden disaster

Reports to be Made

- To report accidents to teachers or pupils to the specified authority on the proper form
- To report promptly all teacher absences, names of substitutes, and length of substitute service to the Division of Teacher Personnel or other proper office
- To report or have reported the principal's own absence to the central office
- To report absences of pupils to the attendance center or office
- To administer corporal punishment or to delegate this responsibility to a member of the professional staff in each instance of corporal punishment
- To report promptly every case of corporal punishment to the superintendent's office or other indicated authority as the routine requires
- To suspend temporarily or to recommend pupils for dismissal or exclusion. Notice of suspension should be given immediately to the superintendent's office and to the supervisor of the attendance district
- To administer interschool activities according to adopted procedures
- To operate the book rental system or the free textbook system, whichever may be used
- To provide for adequate playground supervision
- To maintain the system of accounting for all school monies as set forth

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**Principal, Kankakee Township School, Teft, Ind.

Atlantic City Conventions—1951

National School Boards Annual Meeting

That the National School Boards Association is a living, growing organization which is rapidly and surely making an influential place for itself in the great family of associations engaged in promoting the improvement and welfare of American education was demonstrated at the 1951 annual convention, held in Atlantic City, February 16 and 17. A session devoted to a recital of the shameful neglect of education as a means of defense in the present international emergency aroused considerable concern as well as indignation against the Washington officials. An afternoon program devoted to an exchange of experiences in the types of service which state school board association offices have given proved extremely informational. The attendance which included many school board members who had never visited a national meeting before, exceeded three hundred. J. Paul Elliott, of Los Angeles, guided the Association through its business with the grace which had won acclaim in 1950. The personal sacrifices of Secretary Edward M. Tuttle who worked devotedly during the entire year for the Association brought numerous expressions of thanks from the delegates.

The Opening Session

In opening the convention President J. Paul Elliott, of Los Angeles, called attention to the essential service which the schools must render in the present crisis which he designated as "the greatest which has threatened the world in all history. . . . We face today the stark realization that during this generation the fate of mankind will probably be determined, either in favor of abject slavery of the individual and the destruction of democratic principles, or the survival of the principles of real democracy, and the establishment of a world of real peace." The work of the schools must be sharply redirected so that the coming generations may understand and fight Communism and achieve our goals of democracy, our way of life and peace.

In discussing the need of protecting our schools during the emerging crisis, he called

attention to the need of meeting the aggressions of Communism: "In the last war, the public schools were relegated to a role of minor importance in our policies of national defense. Defense priorities were not granted our schools or colleges, with the result that school buildings and school facilities withered on the vine, while our war machine was built. Likewise, essential and nonreplaceable school personnel were removed from their vital and important function of keeping the schools running, and assigned to the military long before the essential needs of the military required this to be done. Our government in Washington must be brought to appreciate the strategic position of the public schools, and to realize that the preservation of American democracy depends upon the maintenance of a strong public school system, even during periods of military crisis. Those who shape our military policies must also be brought to realize that the public schools must be protected by definite, pronounced policies emanating from those responsible for the emergency needs of our nation which will guide all phases of American activity in providing for the schools the essential needs for necessary facilities, and the essential personnel to keep our schools running."

Secretary Edward M. Tuttle, whose report will be found in full on another page, argued especially for an adequate budget of \$16,700 for his office and recommended a yearbook summarizing the work of the NSBA and of the several state associations.

An impressive presentation of facts concerning state school boards associations based on "Ten Standards for School Boards Associations" was developed by nine permanent secretaries of Associations. In substance these standards are:

1. The state school board association should be independent.
2. The Association should provide a good annual meeting.
3. The members should be enabled legally to pay dues in the Association.
4. The Association should get out regular publications.
5. The Association should have 100 per cent membership of the boards in the state.
6. The Association should receive dues adequate to meet a budget covering its activities.

7. A permanent secretary should be employed and headquarters maintained.

8. The Association should co-operate with other groups.

9. Regional and county meetings of school boards should be held.

10. The Association should affiliate with NSBA.

The fact that the school board association movement is only in its beginning stage in most states was indicated by Dr. A. L. Chapman, of the University of Texas, who made the report and showed that most associations fail in important details to meet these standards.

The Schools and Mobilization

The mobilization controls on American economic life, on the use of materials especially for building construction, and on personnel, will not be felt by the public schools until the summer and fall of 1951 when the shortages of critical materials and the failure of the National Production Administration to give the schools priorities, will be felt in the lack of needed completion of buildings, furniture, and teaching materials. Dr. Buell G. Gallagher, Special Consultant on Mobilization Problems to the U. S. Commissioner of Education and Dr. James L McCaskill, co-ordinator of the National Council for Mobilization of Education (MOE), Washington, in discussing "Education in the National Emergency" made clear that there is no concern on the part of the federal control agencies for the welfare of the schools and a complete failure on their part to recognize that the schools are, next to the military, our first line of defense both for the promotion of international relations and for the maintenance of our democratic institutions at home. In the discussion which followed it was made clear that the U. S. Office of Education and the volunteer professional groups of educators have done all that is possible in Washington. The only means of securing favorable legislation which will give schools priorities, particularly for needed building materials, equipment, and teaching supplies will be for the individual school boards to appeal to their respective members of Congress for relief.

Dr. Claude E. Hawley, of the U. S. Office of Education, in discussing the man-power situation, stated that General Hershey and Selective Service have been trying to strike a balance between education and the needs of the military. Among the changes which are imminent are (1) the calling of high school students after age 19; (2) the continued calling of teachers of draft age. The army is not favorable to high school ROTC but will

NOTE: Secretary Tuttle's full report will be found on pages 52 and 54.

expand program on college level for air branch. The loss in college freshmen enrollments next fall will be 20 per cent.

It was heartening to hear the Washington speakers, particularly Willard E. Givens, of the NEA, express the opinion that they do not foresee at this time a Russian war in 1951 or even in 1952.

Saturday Sessions

The possibilities of co-operation of the NSBA with various professional and citizens' groups on Saturday morning developed the theme that mutual knowledge and an understanding of the problems and programs of such large areas as teacher education, administration, women's and parents' activities, will lead to mutual sympathy and to the betterment of the schools. Dr. John G. Flowers, president of the American Association of Colleges for Teacher Education, urged that the candidates for teacher training must be selected on a higher level of personal ability and must be better trained; President Kenneth Oberholtzer, of the AASA, described the efforts of the Association to develop collaboration of state school board and superintendents' groups and of upgrading the quality of especially the younger men in the profession. O. H. Roberts, of Evansville, Ind., brought a message from the National Citizens Commission for the Public Schools, which has affiliated with it more than one thousand local citizen groups.

State Association Services

The topic, "State Association Services to Local Boards," as presented Saturday afternoon by Robert M. Cole, of Illinois and three secretaries of associations, proved to be the most informative group of addresses of the convention. State associations, Mr. Cole pointed out, can give three types of services:

(1) personal to individual board members and boards; (2) convention management; (3) legislative help.

In discussing the service given to boards in connection with the organization of local school administrative units and the management of school district business, Mr. Cole pointed out that the purpose of educational administration is the education of the children. The organization of the board's work and the enforcement of its policies is made effectual and continuous through a written statement of policies and rules. A state association should help local schools adopt policies and rules fitted to the local situation and directed to help the children. An association should also help each board follow accepted ethics. The secretary should be ready to answer questions and to solve problems on the basis of experience.

Secretary Don Foster of the Iowa State School Board Association pointed out that the secretary of a state association is the leg man of the membership through whose office an endless variety of current information must flow for the welfare of the schools. Help can be given in building problems, taxation, insurance, legislation, existing laws, etc. A great need is the discovery of facts through research.

The service given through county, regional, and state convention programs and the management of conventions was explained in detail by Secretary Everett R. Dyer. The county and regional conventions have been used with success in explaining to rural boards the effect of new laws. In New York State the Association summarizes each Thursday during the session of the legislature the status of pending bills on schools. The summaries are mailed to reach each board on Saturday morning so that contacts may be made with the home members of the legislature over the week ends.

P. O. Van Ness of the Pennsylvania State Association described the legislative service given by his office. (1) All school boards are invited to make suggestions and to send in ideas. (2) The office under the guidance of the association officers works out a complete legislative program, has bills drawn and introduced, and follows through on them. Direct lobbying is not engaged in by the secretary.

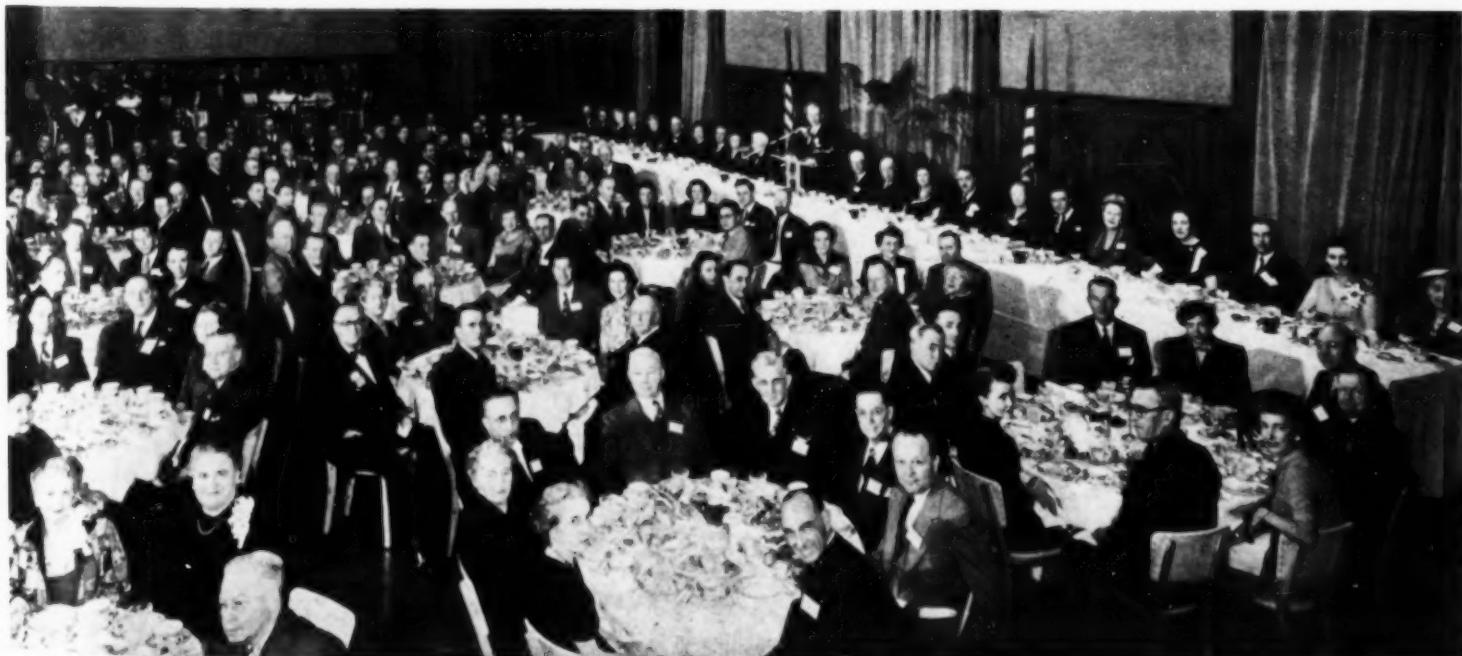
Secretary William A. Wettergren, of Minnesota, described the co-operative work of the Minnesota school boards which has resulted in united action on the part of citizens, teachers, and other groups for the benefit of education. The Association has been responsible for the formation of joint committees with the superintendents and teachers for raising salaries, improving tenure, and adjusting taxes. The school board association is constantly consulted by the state superintendent's office and by other officials.

More than 300 board members and their guests enjoyed Supt. Alexander J. Stoddard who delivered an inspiring address at the annual banquet. Dr. Stoddard urged a new dedication of American education to overcome the ill effects of Communist propaganda and to develop an understanding and a loyalty to America which cannot falter.

Business Session Is Brief

The Association dispatched its official business rapidly after a method of seating alternates for the official delegates had been agreed upon. Upon recommendation of the Committee on Constitution, the Association will again accept a \$5 associate board membership, an arrangement which will allow New York State and California to meet limitations in their laws.

The officers elected for 1951-52 are: president, F. H. Trotter, Chattanooga, Tenn.; first vice-president, Clifton B. Smith, Freeport,



The Annual Banquet of the NSBA.

N. Y.; second vice-president, Robert Gustafson, Grand Junction, Colo.; treasurer, Robert M. Cole, Springfield, Ill. Members of Executive Board: O. H. Roberts, Jr., Evansville, Ind.; Taylor T. Hicks, Arizona; William B. Grove, Pennsylvania.

The total attendance at the convention exceeded 250 official delegates and associate members. California was represented by 41 members, including the entire San Francisco board of education. Utah came 14 strong. New York City sent 5 board members and 5 top-ranking professional executives.

The Association recorded a marked increase in membership. A total of 32 states now have official memberships, and 8 more states were reported by Secretary Tuttle to be in the process of organization.

Secretary Tuttle, who has acted as secretary at a very great sacrifice and practically without personal income, reported that a proposed budget of \$16,700 for 1951-52 would be met if the dues are received from the member state associations.

The Resolutions

The resolutions which very properly opened with thanks to Retiring President J. Paul Elliott, to Secretary Tuttle, to Treasurer Robert M. Cole, and to the individuals who contributed so strongly to the success of the convention, included these expressions on current educational problems:

"1. That the National School Boards Association heartily endorses the work being done by the National Conference for Mobilization of Education in the interest of national security.

"2. That the NSBA favors the U. S. Office of Education being made an independent agency of the Federal Government, directed by a National Board of Education composed of laymen. This board should have power to appoint the U. S. Commissioner of Education, and to establish policies for the operation of the agency.

"3. That all agencies dealing with the manpower problem develop a policy which will

insure (a) the continued strength of our present educational systems and (b) the continued training of the professional personnel needed to safeguard both the educational and the health requirements of the American people.

"4. That the need for adequate materials for necessary new schoolhouse construction and for the maintenance of present school buildings, be given priority second only to the requirements of the military; and that adequate finances be provided from federal, state, and local sources for improved educational services.

"5. That further federal aid be provided to the states for educational services, in tax-supported public schools, with control resting within the separate states, to help equalize educational opportunity; the issue of auxiliary services to be considered on its merits in separate legislation."

The 1952 convention will most likely be held in a midwest city in connection with the regional convention of the AASA.

School Board Problems at A.A.S.A.

The functions of school boards and their especial problems occupied important places at the afternoon discussion sessions of the American Association of School Administrators Convention, Atlantic City, February 17-22, 1951. On Monday, February 19, an overflow meeting was devoted to the problems and procedures of the "Induction and Preparation of School Board Members for Effective Service." On the same afternoon another well-attended session debated the acceptable points of view on the "Educational Planning of School Buildings."

On Tuesday, February 20, a school board member and a superintendent of schools presented the lay and the professional points of view on the "Effective Co-operation Between the Schools and Providing a Satisfactory Program of Public Education." On the same afternoon Dr. John Guy Fowlkes, of the University of Wisconsin, opened the discussion of the broad problems of "Fiscal Independence of Boards of Education" as the surest method of assuring a sound educational program to the community.

On Wednesday the ever difficult task of devising sure "Ways and Means of Keeping Board Members and the Board Informed" on the problems, the policies, and the progress of the local schools brought out experiences of leading city superintendents. At another session Dr. H. H. Linn, of Columbia University, argued that all factors—teachers, supervisors, the superintendents—must work to-

gether in the "Co-operative Planning of Their School Buildings."

Induction of School Board Members

President-elect F. H. Trotter, of NSBA, in discussing the induction of new members of boards of education into office, argued that the responsibility rests on older members and the superintendent. He presented 17 techniques which in part may be used in any local situation:

1. School visits
2. Attendance at school faculty meetings
3. Attendance at teacher organization meetings
4. Frequent conferences with superintendent
5. Conferences with administrative and supervisory personnel
6. Local, regional, and state-wide workshops
7. Study and discussion of pamphlets, handbooks, and magazine articles
8. Discussion of responsibilities, relations, and duties of board members as assigned by law and by proved practice
9. Review of board meeting minutes
10. Use of experienced consultants
11. Participation in intensive training programs
12. Devote a few minutes at board meetings for discussion of questions raised by new members
13. Provide manual designed to serve as guide on established board policy on questions often discussed
14. Present framed certificates of membership
15. Present and study copies of a code of ethics for board members
16. Familiarize new members with many aspects of the educational program utilizing audio-visual facilities
17. Attend board meetings before term begins

Supt. Earl H. Hanson, who presented the details of nine steps taken by the Rock Island, Ill., board of education in initiating new members, urged that "one of the first steps which the board should take on its own initiative is to make clear to newly elected members that as individuals they have no power, that only the board as a corporation has power and can only speak collectively. Many school problems would never occur if all board members knew this fundamental legal truth from the beginning of their memberships."

In concluding he added: "It is the custom in our community, as probably in all others, to bring to the board as a whole reports so as to keep it continually informed of the condition and operation of the system. Each meeting is based on a carefully prepared agenda which is duplicated and placed in the hands of each board member. From time to time members of the staff are brought to board meetings to describe their work. At least every three years it is hoped that the total school program will be presented to the board through staff visits."

In the discussion it was brought out that no board member should be briefed to fit into a preconceived program, but that his integrity as an independent representative of the people should be preserved. The board should induct him; the superintendent should carry on the in-service instruction.

Keeping Board Members Informed

To assure the community of an objective deliberation on educational matters by the school board, Supt. V. M. Rogers, Battle Creek, Mich., recommended 10 ways and means of keeping board members informed:

1. The wise use of routine procedures—monthly reports, minutes, summaries, and other board materials
2. Informal special meetings of the board
3. Summaries of educational articles and events along with detailed agenda forwarded to the board members well ahead of the regular meeting
4. Periodic, carefully planned visits to school plants especially selected for visiting by the board
5. The use of abstracts of research, professional magazine articles, and other material mailed to individual board members
6. The use of the newsletter for school board members
7. Attendance at school board conferences
8. Maintaining effective "pipelines" to the board ahead of the press or radio on important school news
9. Maintaining an open door policy for all board members as well as other citizens
10. Promotion of respect for board members and pride in the office of board member

Fiscal Independence

School boards must be fiscally independent of city administrations according to President Wayne O. Reed, of Peru, Neb.:

Boards of education must face, to a greater degree than ever before, the principle of fiscal independence for their school districts. In those districts where boards of education now have full responsibility for raising school revenues and for expending school moneys, thus answering directly to the people rather than to other officers or agencies of local government, that authority must be cherished and safeguarded. In those districts where boards of education are expected to provide well-rounded educational programs for children but other agencies of government make controlling decisions with regard to school moneys and expenditures, such split authority should be discontinued.

Years of experience have demonstrated the wisdom of separating the fiscal affairs of boards of education from nonschool governmental agencies. Fiscal independence of boards of education, like many other worthy educational goals, has not been fully achieved in American education; however, progress along this line seems to be taking place slowly but surely.

In discussing the legal status of the superintendent of schools, Dr. Willard B. Spalding, of the University of Illinois, opposed the investment of independent authority in the superintendent through state law. He urged greater security in office for superintendents so that they may give unharrassed professional leadership. In all matters the superintendent should be heard:

As a professional leader of public education, the superintendent's voice should be heard on every occasion when the board is considering any matter which is before it. Wherever the outmoded



Suggested by the overcrowded schoolhouse conditions in the District of Columbia area. First Child: "It's too small to play house." Second Child: "Let's play school." — Washington Post

and archaic practice of standing committees exists, he should be heard by them whenever they are considering anything. In order to insure this, the laws of any state should specify that no board of education may take any action unless the superintendent's advice has been secured. Such laws make it possible for the superintendent of schools to prevent the board from acting by refusing to give advice. This is an unwarranted assumption of power. It should be adequate cause for summary discharge by the board and should be so named in the law.

The 77th annual convention of AASA brought to Atlantic City, February 17 to 22, more than 15,000 superintendents, minor school executives, and professional leaders in educational theory and practice. The present emergency in American international affairs provided the overwhelming theme that ran as a point of reference through the more than 300 meetings and conferences. Such speakers

as C. E. Wilson, president of General Motors Corporation, who discussed "A Platform for Freedom"; General Carlos P. Romulo of the Philippines, who spoke feelingly of the triumphs and difficulties of United Nations; General George C. Marshall, Secretary of Defense, who described the relations of mobilization to education; and other men and women prominent in national affairs — were cheered by the assembled superintendents. The presentation of the AASA Yearbook on "Conservation Education" was made by Willard Goslin, Nashville, Tenn. The annual exhibit of educational equipment, books, etc., included 323 separate displays.

The annual exhibit of school architecture emphasized newly completed schoolhouses of low cost, planned to meet rural situations. Completeness of facilities for a comprehensive educational program was a notable feature of the plans awarded a blue ribbon.

Word From Washington

The School's Task in Civil Defense

Elaine Exton

The schools and educational institutions of America will increasingly be called on to use their resources, facilities, and trained personnel to meet civil defense needs as efforts to implement the Federal Civil Defense Act (Public Law 920) take root across the nation.

This measure, as President Truman explained when signing the law on January 12, 1951, "is designed to protect life and property in the United States in case of enemy assault. It affords the basic framework for preparations to minimize the effects of an attack on our civilian population, and to deal with the immediate emergency conditions which such an attack would create."

In the opinion of Millard Caldwell, former Governor of Florida, who has been confirmed by the Senate as Civil Defense Administrator, "a sound national civil defense program in being is as necessary to our national security as armies, planes, and tanks." He points out that whereas "the military services have the responsibility for warding off attacks on our homeland and striking back at the enemy, civil defense must save lives, reduce the impact of an enemy attack, and keep essential production going in order to supply the armed services."

The Program Moves Forward

In a recent message to the governors of the forty-eight states, Alaska, Hawaii, Puerto Rico, the Virgin Islands, and the commissioners of the District of Columbia, Mr. Caldwell urged that by April 1, each state and territory have in full operation a program of recruitment for civil defense volunteers in all categories and that fire and police auxiliaries be fully integrated with existing services by that date. He suggested these four steps be executed if not yet carried out:

1. The passage of adequate state civil defense legislation
2. The appointment of a thoroughly competent full-time civilian director of civil defense, with a capable staff
3. The appropriation of the needed funds for the support of civil defense activities
4. The establishment of an operating civil defense agency in every community in each state and territory, and the District of Columbia

Responsibilities of School Administrators

So widespread activity can be gotten under way this spring it appears likely that the

Federal Civil Defense Administration will soon issue through the state civil defense organizations interim recommendations regarding the kinds of things schools and colleges might be doing now to aid civil defense as well as related courses and information they might include in the curricula at various levels.

Pending receipt of details and requests for special services, U. S. Commissioner of Education Earl J. McGrath advises: "Do not postpone planning until some civil defense leader asks you to do something. Keep in close touch with local or state civil defense authorities. Get their approval before adopting or announcing plans for such matters as shelters, mass feeding, evacuation, drills, etc. Keep abreast of any plans they may be developing for the use of school facilities. Ascertain whether (the arrangements you contemplate) correlate with those under consideration by the State Department of Education."

It would be helpful, too, if school administrators and board members would familiarize themselves with current civil defense concepts by studying these four basic publications: *United States Civil Defense*, 25 cents, which presents the National Plan prepared by the National Security Resources Board; *Health Services and Special Weapons Defense*, 60 cents; *Survival Under Atomic Attack*, 10 cents; *Fire Effects of Bombing Attacks*, 15 cents. These may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at the prices indicated. There is a 25 per cent discount for quantities of 100 or more.

Another useful activity that could be undertaken at once would be to inventory school facilities and equipment, indicating how they can be used for civil defense purposes in each instance, and to initiate the administrative action required to make these available as needed.

Although civil defense plans will necessarily vary within each community to meet local situations, it is possible on the basis of information now available to alert the school staff to the types of contributions that will be expected from the nation's school systems as preparations for civil defense progress and to allocate specific responsibilities for such emergency duty.

New Emphases in the Curriculum

Learning and practicing the personal survival skills that may be needed in time of emergency is a fundamental civil defense

tenant. As defined in the National Plan "civil defense rests upon the principle of self-protection by the individual, extended to include mutual self-protection on the part of groups and communities."

"Children old enough to understand can be taught to do the right thing; younger children simply will have to depend on their parents," according to *Survival Under Atomic Attack* which suggests that people with school children should discuss the pointers in its pages with teachers and other parents at PTA meetings and similar gatherings.

In considering the implications of the critical period in which we are living for the curriculum a "working" meeting sponsored by the National Conference on Mobilization of Education in the nation's capitol in January advocated that "every student should be given an opportunity through experience in school to develop understandings, attitudes, and skills which will prepare him to (a) be self-reliant, including self-help, self-protection and keeping himself in the best state of physical and mental health possible; (b) participate in civil defense; (c) help others in an emergency."

Their report emphasizes that all areas of the curriculum can contribute something to the civil defense program and singles out accident prevention, first aid, home nursing, nutrition, outdoor education — including primitive camping — personal and community health, defense measures, and psychological warfare as among the special curriculum areas needing stress.

At the high school level the social studies, science — especially general science and biology — home economics, health education, and physical education are cited as conventional subject areas in which most of these topics might be included; while in the elementary grades the report recommends incorporating material suited to the maturity of the children on these aspects in their daily work.

First Aid and Home Nursing Instruction

The U. S. Office of Education in consultation with the Red Cross has developed a guide for preparing teachers (both pre-service and in-service) for conducting programs in first aid and home care of the sick and injured which advocates "that one person on the staff of every state department of education, city and county school system, college and university, have the responsibility of co-or-

dinating curriculum and other adjustments growing out of the emergency, and that this person, or one or more persons working with him, be responsible for giving leadership to the school program of first aid and home care of the sick."

It further stipulates that there should be "at least one teacher on every school staff and several on larger staffs trained as instructors in first aid and in home care of the sick . . . and at least one instructor trainer" in these subjects.

The American National Red Cross has been assigned responsibility for first aid and home nursing education in civil defense by the National Security Resources Board which has set goals at 20,000,000 individuals to be trained in first aid, 1,000,000 to be instructed in home nursing, and at least an additional 25,000 persons to be prepared as nurse's aides.

As set forth in *Health Services and Special Weapons Defense* "every worker in the organized civil defense program, as a part of general basic training, should take first aid training. In addition, it is expected, as a matter of self-interest, that many persons not actually engaged in civil defense will take first aid instruction."

Mr. Livingston L. Blair, vice-president for Junior Red Cross and Educational Relations of the American Red Cross, informs that the training for nurse's aides as well as the home nursing courses will stress the skills required and the problems to be faced in mass care of persons injured in the event of enemy attack.

He believes that the general public, in addition to the numbers needed for civil defense, should take training in home nursing since during the emergency period following an enemy attack, hospital beds will be available for only serious cases and most of the nursing care for the chronic, the aged, and the convalescent will be given by the family. Senior high school as well as college students will necessarily be responsible for giving some of the nursing care in these emergency situations, he adds.

A Civil Defense Supplement to the Red Cross *First Aid Textbook* as well as a Supplement to their *Home Nursing Textbook* will be available from local Red Cross chapters after the middle of February. The former furnishes information on adaptation of usual first aid methods to mass casualty situations, first aid organization in civil defense, atomic bomb and related hazards, basic first aid principles (price 10 cents). A leaflet presenting the standard American Red Cross requirements for both the first aid and home nursing courses may also be requested from this source.

Planning and co-ordinating a nationwide civil defense blood procurement program involving recruitment of donors and collecting, storing, processing, and preparing for shipment of blood and blood derivatives; training canteen and mass feeding workers; helping provide for emergency shelter, feeding and registration of homeless or dislocated persons in time of disaster are other civil defense responsibilities that have been delegated to the American Red Cross.



Opportunities for service to civil defense through the Red Cross for students and school personnel range from acting as volunteer first aid instructors, nurse's aides, blood donors to participating in disaster relief, providing recreation in shelters, helping as Gray Ladies, canteen workers, motor corps drivers. Details on co-operating with Red Cross civil defense programs can be obtained from the nearest Red Cross chapter.

Use of Schools for Emergency Hospitals

Still another civil defense role for schools is outlined in the publication *Health Services and Special Weapons Defense* which states that "in general, school buildings offer the most satisfactory type of structure for conversion to emergency hospital use."

The fact that they are uniformly distributed throughout a metropolitan area; offer a large amount of floor space, after removal of seats; have heat, electricity, hot and cold water, and extensive toilet facilities, are among the advantages mentioned for using schools for emergency improvised hospitals should an enemy strike.

Other Services

Although suggestive, the illustrations in this article by no means cover all the ways in which the school program can support the civil defense effort to which our nation is now

committed. Other aspects of the relationship between civil defense and the schools that administrators will want to look further into include:

Consulting civil defense authorities about the school's "Shelter Area"—location, equipment, rules for use

Conducting practice emergency drills

Channeling information and instruction through students to the home

Stockpiling such items as blankets, food, fire fighting equipment, first aid supplies

Training potential leaders for civil defense organizations at the high school level

Special Office of Education Committee

William A. Ross, the U. S. Office of Education's Public Service Occupations Consultant, has been asked to serve as liaison agent with other federal agencies on civil defense matters (protection of life and property). He will also chairwoman a small Office of Education civil defense committee made up of the following staff members: Floyd E. Brooker, chief, Visual Aids; Philip G. Johnson, specialist for science, Elementary and Secondary Schools; John Lund, specialist, Education of School Administrators; Helen Dwight Reid, chief, European Educational Relations; Barnard B. Watson, specialist for physics, Division of Higher Education.

The American School Board Journal

William C. Bruce, Editor

SIXTY GREAT YEARS

WITH the February, 1951 issue, the SCHOOL BOARD JOURNAL completed sixty years of publication, sixty years devoted to the betterment of the service of school boards, and through them to the improvement of American schools.

The concept of the school board and its functions have not changed basically since 1890, when the first editor of the JOURNAL was made a member of the Milwaukee Board of School Commissioners. Then the essential problem of the school boards was the democracy of the administration and the maintenance of the democratic purpose of the educational program. The organization of the schools was exceedingly simple; the central control in any city or rural area was similarly simple. The board members assumed direct authority in the appointment of teachers and the conduct of the schools in their respective districts. The superintendents had relatively limited authority and exercised it largely by reason of their forceful personalities; they had no formal training for the job of chief executive, and the principles underlying the professional conduct of the schools were but dimly understood. The financing of the schools, the erection of school buildings, and the entire job of managing the business of the schools was the work of the board assisted by a clerk and bookkeeper.

The intervening years from 1891 to 1951, have seen the enormous growth in the size, the function, and the service of American education. As the schools have changed and grown in enrollment, importance, and purpose, the work of the board of education has grown, but has not essentially changed. As a democratic agency of government, the school board still is unique in that since its establishment it has been doing the work of the state in education, while at the same time it has represented the home community and has been doing its immediate will.

The school board could hardly have provided the leadership needed to keep the schools ahead of the enormous changes in our culture, and our social and economic institutions, without the professionalization of the superintendency and of the educational-supervisory and business management phases of state and city school administration. The technical growth in curriculum building, in school districting

and organization, in finance and budgeting, in school building planning and construction, in teacher and noninstructional personnel management — in brief in the great complexity of managing the city, town, and rural schools — all this could not have taken place without the leadership, the initiative, and the day-to-day administration of the schools by the technically trained superintendent, his assistants and supervisors, and the business manager. It is to the eternal credit of the school boards who have served in the past sixty years that they have had the vision to appreciate the possibilities of the expert service of the superintendency and to promote it steadily even though not always consistently or without some tragedies in the careers of individual superintendents.

The present and the future challenge to the school board is and will be that of democracy. The very first issue of the JOURNAL reported problems and difficulties which are still with us with their ancient insistence but in new forms. The education of the individual child, with full consideration of the dignity and worth of the human being and his ultimate destiny, is still the central problem of education and the only reason for school administration and for the work of the school board. This central fact of the child and its importance, if kept fully and correctly in mind, will make it possible for the school to meet the challenge of our new importance as the leading nation in the world; it will help save and improve our culture; it is basic for the continued growth of all our political and social institutions, and of our economic and industrial strength.

The month-to-month decisions of the single school board may seem to be limited in importance to the immediate tasks in hand, but the work is of intense importance to the future of the children in school, and to the solidarity of the community and of the state. In a real sense it is important to the perpetuity of the United States. We hope through the columns of the JOURNAL to continue to contribute to the better work of school boards.

PUBLIC SCHOOL BUILDINGS MUST HAVE PRIORITIES

DR. LEWIS A. WILSON, State Commissioner of Education for New York State, calls attention in a recent letter to school superintendents, to the fact that there is in the Empire State a strong need for new school buildings to house the increasing number of young children born during and after World War II and now reaching school age. In New York State the Commission on School Buildings is engaged in

finding ways and means by which local communities and the state can properly finance the growing need for classroom accommodations.

Practically every state is in the same situation. Boards of education are fully justified in spite of all mobilization needs to demand that school building projects be exempted from any federal plans for limiting the use of materials or holding down the financing of building projects. The schools deserve to have priorities equal to those enjoyed by public and private enterprises engaged in direct mobilization activities. Children are as important as any mobilization activity and their education must not be hampered by military needs. Boards of education have a real responsibility for asking their congressmen and senators to represent them in this important matter.

SAFEGUARDING LOCAL SCHOOL FUNDS

THE New Jersey State Chamber of Commerce, in a study of the local state school system, has found that some 60 million dollars of school funds were handled in the state each year without any audit. The Chamber calls attention to the fact that audits detect and serve to prevent frauds and errors and that they promote efficiency and economy; they pave the way for better financial reporting and serve to build public confidence. Audits, at a very small cost, represent the means of assuring the best use of tax dollars provided for education.

It is to be feared that the findings in New Jersey are common in numerous states and that legislation is widely needed to compel audits. In a sense, the board of education which fails to provide an outside audit is doing its executives and itself a bad turn. An outside audit is the finest means of assuring the members of a board that its moneys are spent correctly, that its officers are not only honest, but also that everybody concerned is in the clear on the record.

EDUCATION 1951?

Mr. Beardsley Ruml, well known as an economist and at present acting as chairman of a Citizens' Council on Secondary School Education, tells a story worth pondering.

A boy in New York City told his father that "New York City has a population of more than four million people."

"Four million!" said the father. "You mean eight million."

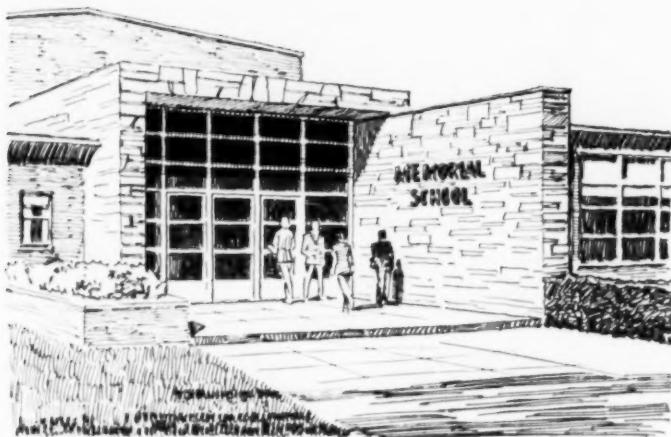
"No," said the boy, "Our social studies book says four million."

He turned to the page of the book and found the statement. The year of publication of the book was 1910.

"Is it possible," asks Mr. Ruml, "that our youngsters are getting a 1910 kind of education in 1951?"

West Springfield Builds Its Schools

*Stanley W. Wright**



On March 1, 1950, West Springfield, Mass., a rapidly-growing community of 23,000 population located just across the Connecticut River from the city of Springfield, had nine schools.

1. A senior high school built in 1915 at a cost of \$127,000

2. A junior high school built in 1924 at a cost of \$302,151 and added to in 1929 at an additional cost of \$236,051

3. The John Ashley School (elementary) built in 1903 at a cost of \$10,700

4. The Kings Highway School (elementary) built in 1925 at a cost of \$131,500

5. The Main Street School (elementary) built in 1871 at a cost of \$26,000, added to in 1895 at a cost of \$15,488, added to again in 1912 at a cost of \$40,000

6. The Memorial Avenue School (elementary) built in 1881 at a cost of \$4,100, added to in 1911 at a cost of \$15,000, added to again in 1918 at a cost of \$25,000

7. The Mittineague School (elementary) built in 1870 at a cost of \$16,000, added to in 1892 at a cost of \$8,000, added to again in 1897 at a cost of \$14,000, and finally ren-

vated and added to again in 1947 at a cost of \$175,000

8. The Park Avenue School (elementary) built in 1934 at a cost of \$100,000 as a replacement for a building destroyed by fire

9. The Tatham School (elementary) was erected in 1919 at a cost of \$40,000

The Program Initiated

It will be noted that the community had erected only the Park Avenue School (elementary) in the past 25 years. The schools of the community were regarded as old and functionally inadequate.



West Springfield School Committee Supervised the Program.

Left to right: Superintendent Stanley W. Wright; Frederick Lindahl; Dr. Charles Diamond; Kenneth Spaulding; Bemis Wood; Joseph Whitney; Chairman Honore Savaria.

About a year ago, the citizens of West Springfield decided that it was high time that something be done about its buildings for, during the past 25 years, the community had increased rapidly in assessed valuation, in population and in wealth. Since 1940, the town had doubled in the assessed valuation of its property, and in 1950 it possessed one of the lowest tax rates in the Commonwealth — \$32.80 per thousand.

Following organization meetings, the citizens insisted that its representative town meeting appoint building committees in three of its school areas. The town moderator was authorized to appoint committees to bring in preliminary plans and estimates for three new elementary schools to replace the John Ashley, the Tatham, and the Memorial Avenue schools. Seven members were appointed to each of the committees, and each committee included one member from the school committee and one member from the planning board.

These committees met almost nightly for weeks for the purpose of getting facts, figures, and statistics. Area census figures were taken of all preschool children in the town in an attempt to estimate future enrollments. Meetings were held in school areas in an attempt to "sell" the program.

In January, 1950, proposals for three buildings were brought in to a town meeting in one combined presentation. The program had not been sufficiently well "sold" or had been inadequately presented because the three propositions were defeated in their entirety.

The Second Start Succeeds

On March 1, 1950, the writer became associated with the schools of West Springfield. An immediate intense drive was inaugurated to make an individual successful presentation

of one building before a special town meeting in April. The John Ashley committee personally made contacts with every one of the 210 town meeting members. The chairman of the town predicted the night previous to the meeting that the building would receive about 90 per cent of the votes. This high vote was registered in spite of the opposition of a small minority. West Springfield appropriated \$354,000 for a new John Ashley School, the first new school building in the community since 1934.

The committee employed Bernhard Dirks, of Montague, Mass., as architect and awarded the contract at a cubage cost of 85 cents. The building is functional in design and plan and is being built of cinder block faced with brick. It will contain a kindergarten, six classrooms, a cafeteria, an auditorium-gymnasium combination, offices and health facilities. The building will be adequate for present and future education of the most modern type.

Meanwhile the Tatham committee, headed by Maurice Blew, continued its study, its fact finding, and its planning. So also, did the Memorial Avenue committee under the chairmanship of Lester LaMothe, a young World War II veteran.

In another special town meeting held on June 5, 1950, these two new schools were successfully voted by a better than two-thirds majority, in a meeting which did not adjourn until 2:30 a.m. A long drive of individual and group education had taken place which led, that night, to the appropriation of \$380,000 for the new seven-room Tatham school with gymnasium-cafeteria combination, lockers, offices, etc., and the appropriation of \$495,000 for the new 13-room Memorial Avenue School with the same facilities as provided in the other new schools. A cafeteria will be omitted for the time from the Memorial Avenue building.

John Ashley Elementary School

Bernhard Dirks, Architect





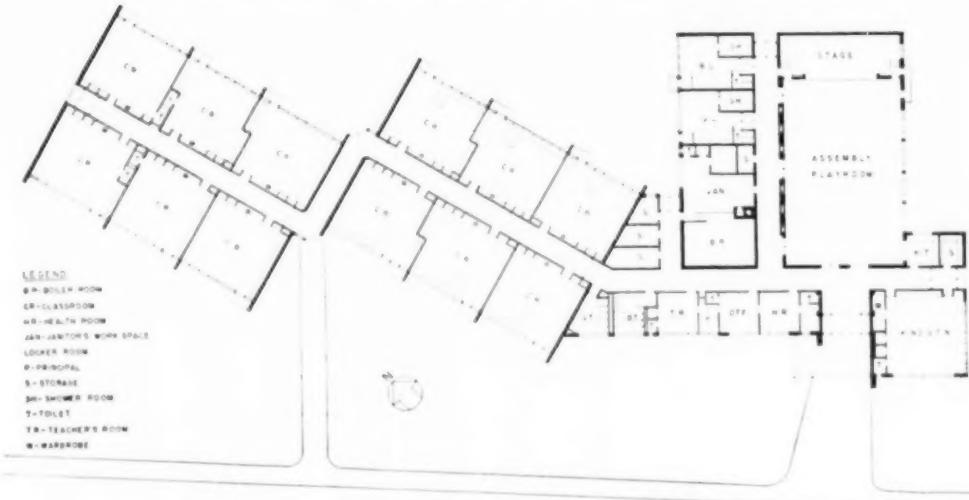
The Tatham committee employed the firm of Ebbets, Frid and Prentice of Hartford, Conn., as architects, and will call for bids before the end of the year. Bids will also be called for shortly by the Memorial Avenue committee which has employed the architectural firm of Wescott and Mapes, Inc., of New Haven, Conn.

A High School Studied

At the same town meeting, a committee of 11 citizens plus the superintendent of schools, the high school principal, one school committee member, and one planning board member, was authorized to be appointed to bring in recommendations on a new high school building. The committee has accepted the responsibility of making a thorough study of the entire problem of the high school. It is taking up the problem of an acceptable curriculum as the basic consideration of any planning for a satisfactory high school plant.

The committee is meeting weekly and is

Floor Plan, Memorial School, West Springfield, Massachusetts.



Tatham School, West Springfield, Massachusetts.





High School Investigating Committee.

Left to right: Thelma A. Loring; Mrs. George Griswold; Charles R. Torkington; Harry W. Steele; Principal Walter K. Hjelm; Benjamin H. Wood; Roger S. Partridge; Superintendent Stanley W. Wright; Chairman Harris J. Bond.



Tatham Building Committee.

Left to right: Bemis Wood; Paul Pohl; Harlow Kibbee; Chairman Maurice Blew; Mrs. Paul Cleaves; Gordon Shattuck; John McNamee; Architect T. Merrill Prentice; Principal Wendell Warren.

moving forward steadily in its analyses of local educational needs. When these have been set up, it will next seek to study the problems of a suitable site, the over-all planning of a building, costs, etc. Teachers, heads of departments, and principals have been formed into committees to report on special aspects of the total problem to the building investigating committee. The latter committee has been divided into subcommittees which specialize in studies of available literature and which hold hearings with interested experts. The facts collected are being assembled into a report which will be filed in the town meeting of March, 1951. It is hoped that the preliminary studies will lead to the appointment of a committee to bring in preliminary plans, specifications, and estimates.

Present indications are that the committee will recommend a new high school building to house grades 9-12, for a total of between 1200-1500 pupils. The present school organization is of the 6-3-3 type which, it is expected, will be recommended to be changed to 6-2-4. By changing grade 9 to the senior high school organization the building of an addition to the junior high school can be delayed or avoided. It is expected that the committee will recommend a building of the most modern type, well located on a large site suited for recreational purposes and parking.

West Springfield is in the enviable position of being able to provide needed new school facilities without increasing its tax rate. In 1950, the tax-rate dropped \$1.30 per thousand. The community is growing rapidly in

industrial and commercial assessments and is readily able to meet the cost of the new educational and building program.

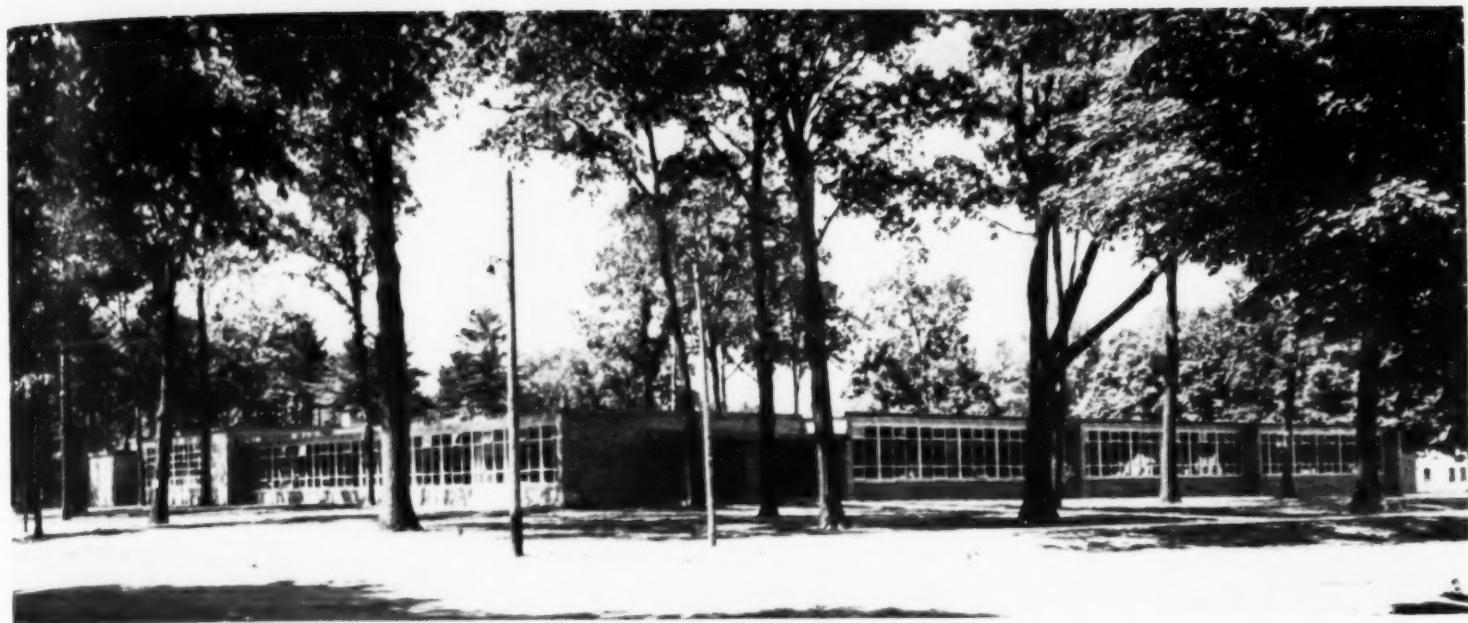
In selling a new school building it is important to point out that the best salesmen are the *people*. It is *their* building to be occupied by *their* children. If the school people can sell that idea to their citizens, most of the work has been completed. The people, through the duly appointed school committee, will organize the educational presentation for the town's representative body with the co-operation of the school executive staff. It is important that, when school building committees are appointed, a representative of the school committee and the superintendent be members, and that the activities of building committees be reported and approved through the school committee.

As means of "selling" a new school building program, very interesting and attractive brief, concise folders should be prepared and distributed throughout the community, showing the people "how much" can be obtained for "how little" in new school construction. When we break the costs down into the share to be provided by the individual citizen, the cost is really relatively small.

West Springfield has met, and is meeting its responsibilities to the youth of its town today and in the immediate future.

"TO PRESERVE OUR DEMOCRATIC INSTITUTIONS"

If we are going to preserve our democratic institutions and way of life against the impact of two of the most virulent forms of revolutionary philosophies the world has ever seen—communism and fascism—we must see to it that we preserve our moral leadership. Our military and economic might will in the end be futile unless they are undergirded with high moral purposes. If history has taught us anything, it is that "it is not by might nor by power, but by my spirit, saith the Lord." Our nation from its very inception has been motivated by a great moral purpose. That moral purpose is, perhaps, best expressed in the phrase—"the moral champions of the rights of man"—of human freedom and liberty. This high moral purpose has been running like a golden thread throughout our entire national life, and has been asserted and re-asserted in every great political document of our history from the Mayflower Compact through the Declaration of Independence, the Bill of Rights, Lincoln's Gettysburg Address, Woodrow Wilson's slogan, "to make the world safe for democracy," and the Atlantic Charter with its four freedoms—guaranteeing these blessings not only to ourselves, but to all men everywhere without regard to race, color, or creed. This dedication on our part to the preservation of the deepest instincts, hope, aspirations, and yearnings of the human heart is the essence of our greatness, and the true basis of our leadership among the people of the world. —HOMER P. RAINY, President of Stephen's College.



Street View, White Lake Elementary School, Whitehall, Michigan. — Warren S. Holmes Company, Architects and Engineers, Lansing, Michigan.

A Lost Election That Won a MODERN SCHOOL PLANT

P. D. Chatterton and E. B. Holden

The new White Lake Elementary School at Whitehall, Mich., is an excellent example of the need for ample time to plan. This point has been stressed so much in school planning literature that it would seem a needless repetition. However, any architect who is engaged in schoolwork can report how difficult it is to get some boards of education and, alas, some administrators, too, to really explore their educational problem and then develop a well-balanced philosophy and a program of plant facilities to serve it.

Whitehall is a community that fortunately won't a bond election.

Preliminary plans were drawn up about five years ago and a model made of the proposed building. At this time in Michigan a two-thirds majority was required to raise the necessary millage and a bond issue had to be retired in five years. In spite of a very thorough public relations program the issue was turned down.

The board pondered the situation and decided that it was obvious that some day, somehow, a new building program would have to be erected. Their next thought was that since the election failed, even more work should be done in the community before another vote could be held and during this time perhaps they should re-examine their education program and the kind of facilities needed to make it function.



The corridor wall of typical classroom showing clerestory of direction glass block above and built-in cases below.



West Elevation, White Lake Elementary School, Whitehall, Michigan, showing kindergartens at end of elementary wing and all of upper elementary wing. Warren S. Holmes Company, Architects and Engineers, Lansing, Michigan.

From the start a lay group had worked with the board members, the administrators, teachers, and the architect in developing every phase of the program, both public relations and educational. This group also participated in the new study which resulted in a radical departure from the original proposals.

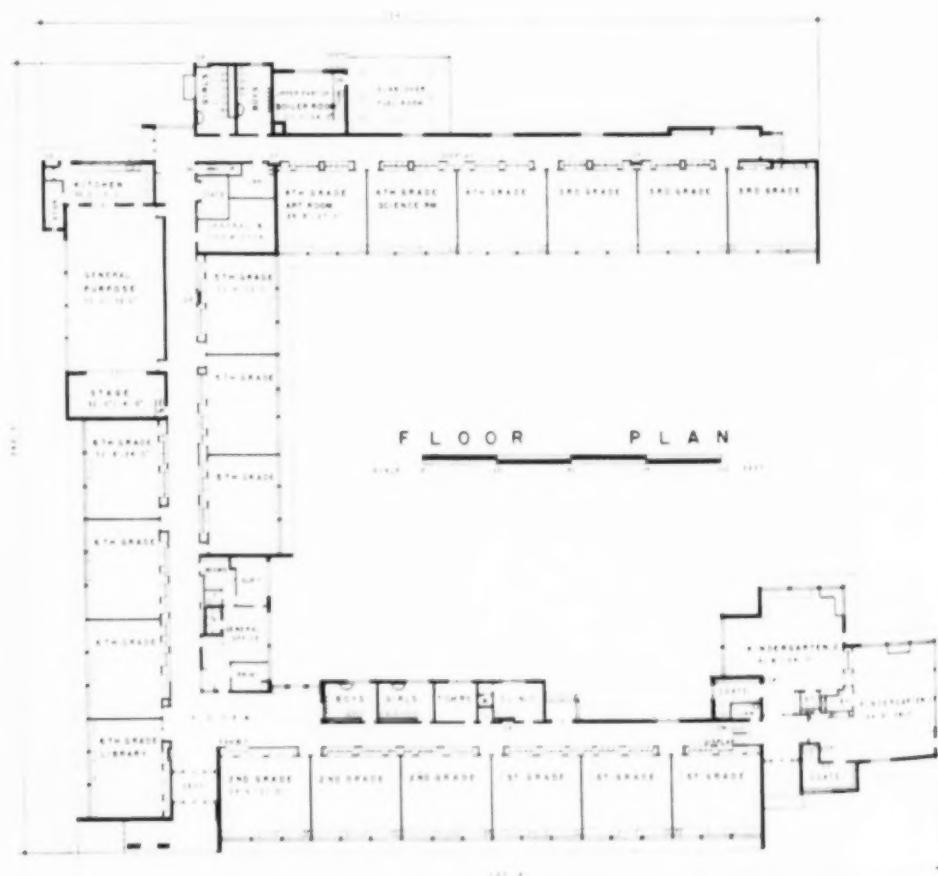
The building as conceived, prior to the original bonding attempt, was a two-story structure with conventional size classrooms, lighted from windows on one side between brick piers.

One-Story Building Found Necessary

But as those who were studying the problem learned more about the child's learning process and its motivation, it became in-



The original two-story plan was abandoned after re-study of educational program.



Floor Plan, White Lake Elementary School, Whitehall, Michigan.



Main entrance and north wing at night.



Kindergarten. Note large clear floor area for activities. Abundance of low windows make it practically an outdoor room. Ample sink and storage cases are in the walls not shown.



General purpose room looking toward stage. In-Wall tables shown at left.

creasingly apparent that a different type of classroom was essential if the activities required by the new concepts were to be possible.

These new activities were going to require more space. To get this greater area without excessive room length the square type of classroom was developed. These new methods also called for the informal grouping of children without thought of orientation to any one direction. To provide the high over-all

level of natural light required for this instructional situation and the necessarily wider rooms, bilateral lighting was brought into the design, using the soft north light as the main source of illumination. Clerestory windows fitted with directional glass block brought in south light for the secondary source.

So the two-story building became one story with two bilaterally lighted single-loaded-corridor wings. Because of the desire

to compare the square-type room with bilateral lighting with the oblong room lighted from only one side, the connecting wing includes rooms facing east or west on a double loaded corridor. This wing also includes the board of education offices, the library, and the general purpose room. The last mentioned room is provided with a stage at one end and a fully equipped kitchen for the hot lunch program at the other.

This U-type plan provides a most desirable



Lobby and corridor.



Foyer and waiting place.



Classroom showing work surface with compartment under windows with tack and chalkboard at front.
Rear wall is 24 feet of tackboard for murals and other children's activities.

and natural segregation of age levels. The kindergarten and early elementary children are housed in the north wing with ready access to their playgrounds without going through the area occupied by the later elementary groups. The general purpose room is centrally located so each age group can utilize it without cross traffic. The offices are readily accessible off the main foyer, so that parents and others are aware of their location immediately on entering the building. The library is also centrally located directly off the main foyer.

The two kindergartens are located at the end of the north wing at a somewhat lower level than the rest of the building and are really a unit in themselves. The ceilings in these two rooms have been lowered in keeping with the size of the children. One of the interesting features here is the aquarium so built between the two kindergartens that it is visible to both groups.

The main foyer lends a feeling of warmth and informality to the building as one enters and provides a comfortable and attractive place for those who have reason to wait.

In order to provide special facilities in science and art two of the regular rooms in

the south wing, which houses the later elementary group, are provided with some specialized equipment. The science room has an aquarium on a cabinet along the windows and a special case to store simple equipment. The art room has multipurpose boards which can be used as easels, and there are cabinets for the storage of paints, paper, and other arts-and-crafts materials.

The Square Classrooms

The striking features of the square type classrooms are the ample size (27 by 30 ft.) for many activities, high level of natural light, and the great amount of varied storage space for the materials essential to a well-developed activity program. The cases are specifically an exhibit case, a storage case, a library case, a teachers' bookcase and locker on the corridor wall, and work surface with sink and compartment case the full length of each room under the windows. Large amounts of tackboard are provided for additional exhibit space.

It will be noted from a study of the accompanying pictures that none of these facilities encroach on the floor space of the room nor give it the appearance of being

filled with educational gadgets. Also, the end walls are free from plumbing and built-in equipment so that at some future time, when a changed educational philosophy may demand, the nonbearing wall may be removed and the room sizes changed to fit the new program.

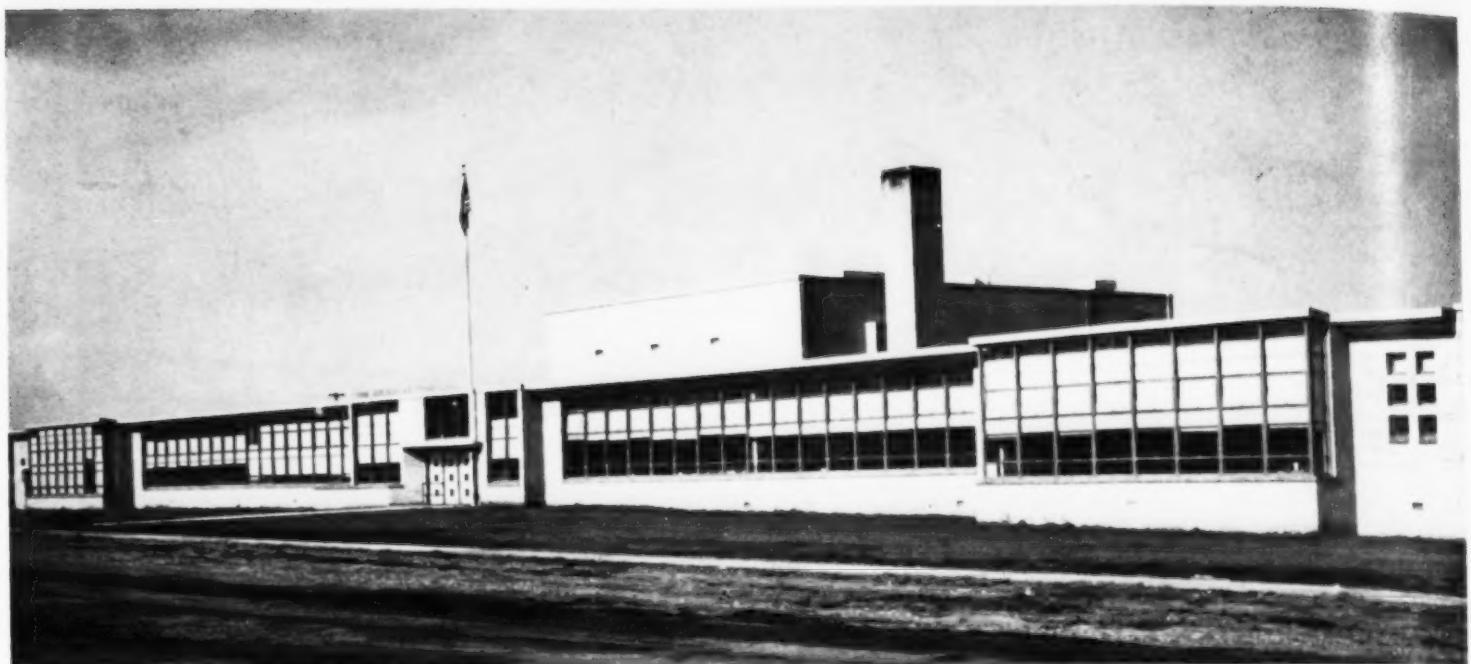
Finish Materials

The floors are of asphalt tile in all rooms except the two kindergartens, where a supported floor provides additional warmth and permits the use of linoleum with nursery rhyme cutouts of varied colors.

The walls of the classrooms are of cinder block painted in the lighter shades, varied from room to room; the ceilings are acoustical tile. Corridors have floors of terrazzo with wainscots of structural facing tile, including cove base of the same material, while the walls above the locker robes are painted cinder block. The ceilings are of acoustical tile in the connecting corridor and foyers, and plaster in the wings.

Artificial lighting is provided by fluorescent fixtures and the rooms are heated and ventilated by unit ventilators.

The building cost approximately \$450,000.



Street View, Sequim Elementary School, Sequim, Washington.—Mallis, DeHart & Hopkins, Architects, Seattle, Washington.

A Consolidated School for Community Use

Thomas E. Marsden*

In constructing a new school building or an addition to an existing building, the school board and the superintendent are faced with many problems. The decision of constructing units that will best serve the school and the local community become most important. In order that limited funds be spent most effectively and the unit be most purposeful, the type of building to be constructed must be visualized and revisualized. In planning the construction of classrooms, gymnasium, auditorium, cafeteria, special room, and play shed, each local board will find groups that will give justification for the construction of the unit that will serve their group best. After a complete analysis of the points of advantages of the type of units, the board is faced with the final decision. It is understood that the plan that the board finally adopts will only prove its worth by the usefulness of the unit in serving the instructional program of the school and the community.

The board of education of the Sequim Consolidated Schools was faced with the above problems. The school had at its disposal a little over \$296,000 to spend on the construction of new units. When the plan was first



The multi-purpose room serves both as a cafeteria and gymnasium.
Generally the room is used for one purpose only.

*Superintendent of Schools, Sequim, Wash.



The cafeteria end of the multi-purpose room measures approximately 60 by 30 feet and is fitted with the simplest furniture.



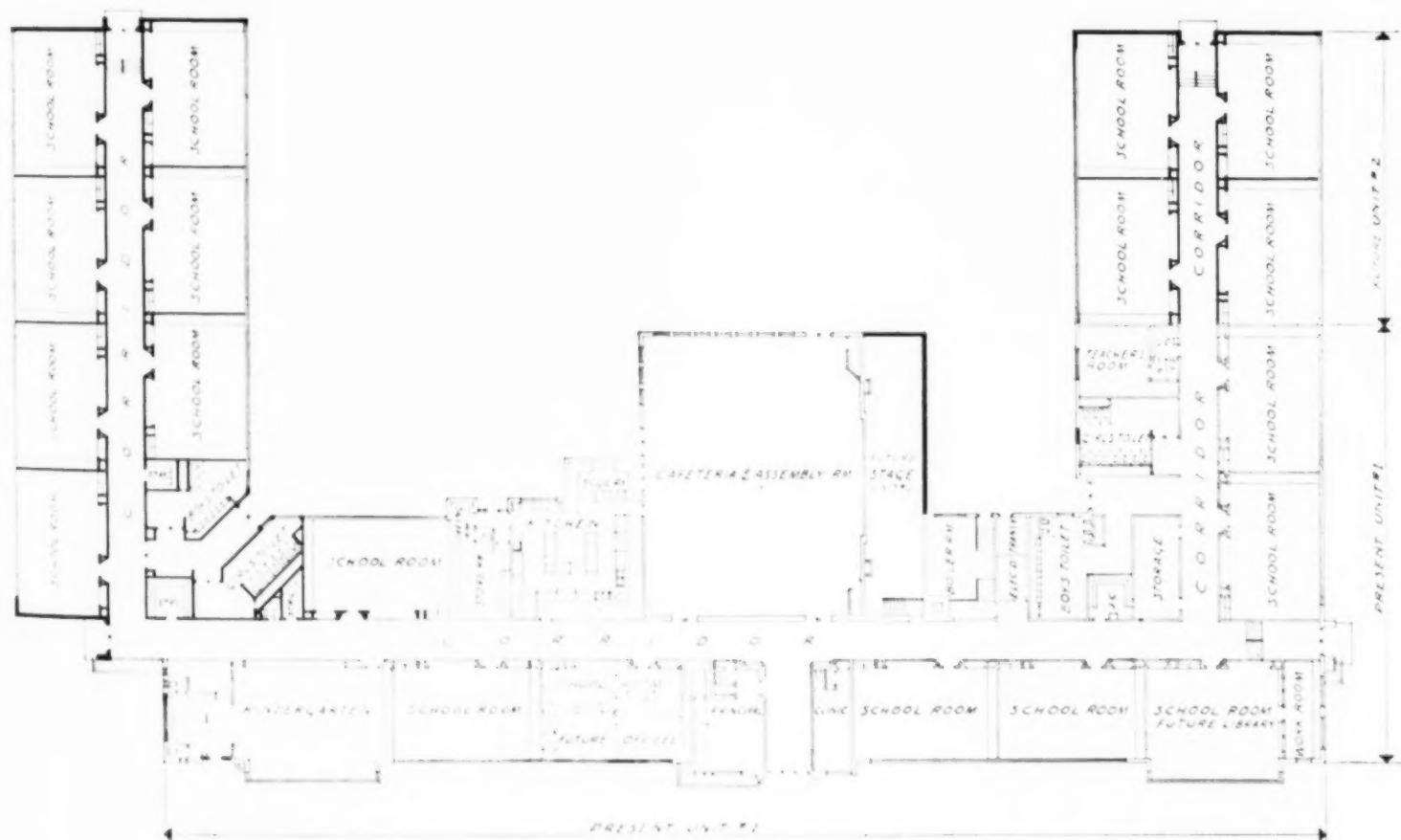
For quick service the cafeteria employs student as well as paid help.

discussed it was estimated that the funds available would provide 12 classrooms and a multipurpose room. During the interim of planning and the actual call for bids, prices went up considerably. When bids were received, only eight classrooms and the multipurpose rooms could be constructed with the

funds available. The board was then faced with the problem of determining of whether the school district should construct an extra classroom or the multipurpose room. It was estimated that if the multipurpose room was omitted from the plans, two to four classrooms could be constructed from the funds

that were to be used in building the multipurpose room. After consultation with the state and county authorities and a complete analysis of our need in our local school district, the board finally decided to construct eight classrooms and the multipurpose room.

(Concluded on page 84)



SEGUM ELEMENTARY SCHOOL, SEGUM, SCHOOL DISTRICT NO. 523, CLALLAM COUNTY, WASH.; MALLIS, DEHART & HOPKINS, ARCHITECTS.

"All Aboard" —

Secretary's Report to National Convention Reveals Strength of Association Movement

School board delegates and members from more than 30 states, assembled in Atlantic City, N. J., for the annual convention of the National School Boards Association, February 16-20, listened with close attention to the report of the association's executive secretary, Edward M. Tuttle.

Mr. Tuttle said, "Since we last met, my activities in behalf of our association movement may be summarized as follows: I have attended and addressed school board association meetings in 20 states; have been to Washington four times since last July in connection with the national emergency, and am serving as a member of the executive committee of 17 of the National Conference for Mobilization of Education; have attended and participated in meetings or workshops of the Citizens Federal Committee on Education of which the N.S.B.A. is a member, of the Fifth National Conference on Citizenship, of the Fourth Annual Conference for Leaders of Elementary Education, of the National Commission for Teacher Education and Profes-

sional Standards, of the Association for Supervision and Curriculum Development, of the American Association of Colleges for Teacher Education, of the National Conference for Professors of Educational Administration, of the National Council of Chief State School Officers, of the National Citizens Commission for the Public Schools, and of the Mid-Century White House Conference for Children and Youth; have written 12 articles for publication monthly in the *SCHOOL BOARD JOURNAL*; have prepared and mailed 20 releases of materials and information to state association presidents and secretaries, an average of one every 18 days; have assisted in the preparation of the questionnaire for the Texas Survey of State Associations; have held personal conferences with dozens of leaders of organizations and institutions in all parts of the country; have carried on an extensive correspondence which at times threatens to be overwhelming; and have helped in the planning and preparations for this annual convention and for our joint ses-

sions with the American Association of School Administrators.

"Others among us have helped to further the work and to bring honor to the school board association movement. President Elliott represented the N.S.B.A. and the state of California at the White House Conference in December. Vice-President Trotter was our representative at the Peabody Conference for Southern Leaders in Childhood Education in June, and attended the Workshop of the National Commission on Teacher Education and Professional Standards at Indiana University the same month. Vice-President Smith attended and addressed the meeting of the Vermont State School Directors Association in October. Director Myron W. Clark of Minnesota represented the N.S.B.A. at the annual meeting of the American Country Life Association in St. Paul in September, and also presented our greetings to his own state association meeting two weeks ago. Director O. H. Roberts of Indiana was a speaker at the Tennessee Association's annual meeting in January, and there has been an increasing number of instances of an exchange of visits by state leaders to neighboring conventions. All this is wholesome and stimulating."

SERVICE TO SOCIETY

"No man has come to true greatness who has not felt in some degree that his life belongs to the race."

— PHILLIPS BROOKS



Voluntary service to his fellow men is a privilege enjoyed by the citizen of a free society like ours in America. Thousands accept such responsibility and discharge it conscientiously. Among these, none serve to better purpose than do the men and women on local boards of education throughout the land. Chosen for integrity, ability, and devotion to the public welfare, they spend long hours seeking the best for America's children and youth, without thought of remuneration in most cases. Their reward is expressed in the quotation above, and the degree to which their lives are dedicated to the improvement of a race of free men in a peaceful world measures that inner sense of "true greatness" to which Phillips Brooks refers. — E. M. T.

How Plans Are Working Out

Referring to the fact that at the Atlantic City meeting, a year ago, the delegates had formulated plans on which it was hoped a strong and enduring National School Boards Association could be built, Mr. Tuttle asked the question "How much ground have we gained in the intervening 12 months?" and proceeded to answer it as follows:

"Our first decision a year ago was that the National Association should be a federation of state associations and should not have direct dealings with local boards of education. Public education is a function of the states. Local boards are the legal representatives of the state function. Primarily they should affiliate with and support their state associations, and should expect to be kept informed on interstate and national development through their state office, their state secretary and their state publications. The growing strength and influence of the association of school boards in state after state is tangible evidence of the wisdom of this policy."

"Our second decision a year ago was that

(Concluded on page 54)

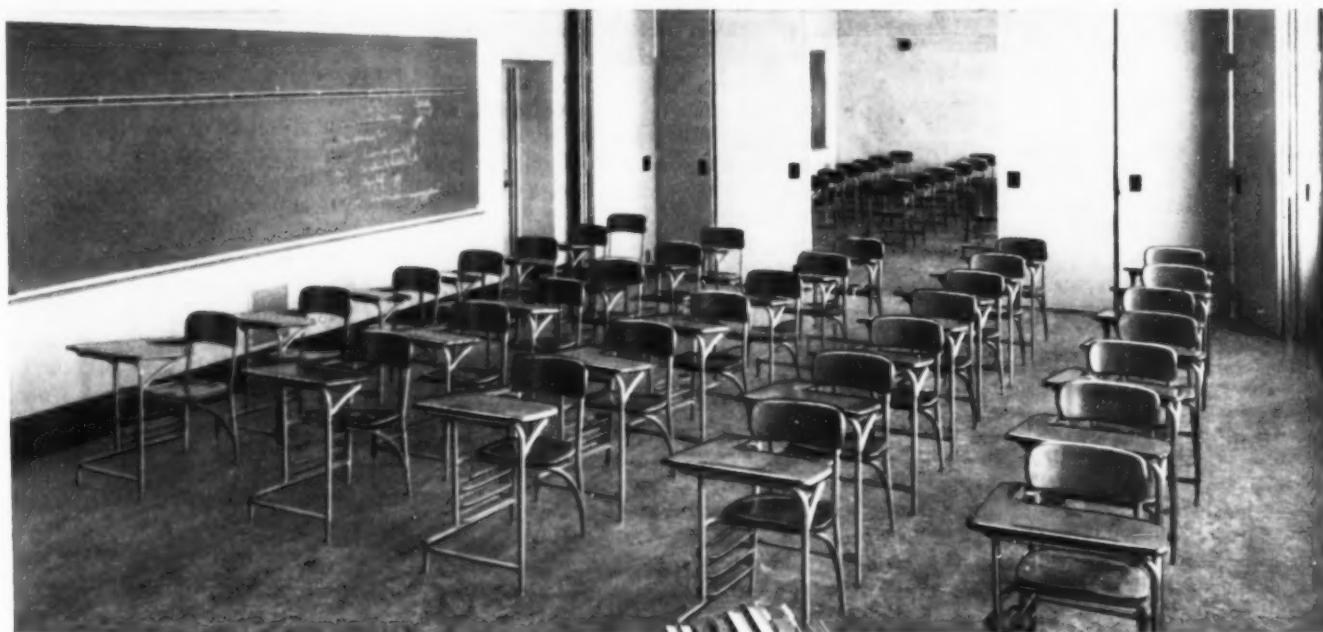
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(Concluded from page 52)

the National Association should receive its support on a pro rata basis which set a 'goal' for each state. But full rights and privileges of membership in the N.S.B.A. were to be accorded to a state association upon payment of the first \$100 toward its goal. What part or all of the difference between the base \$100 and a state's full goal for the fiscal year would be paid was to be determined by its own officers and directors. This was the compromise arrangement arrived at when our discussion revealed that to set fixed pro rata fees as a requirement for membership would not work. The compromise meant, in plain English, that no state association would be denied the opportunity to become a member of the National Association, for the \$100 base seemed to be within the reach of all, but that in these beginning years the bulk of N.S.B.A. support would come voluntarily from those states whose own financial position was strongest. Meantime the other states would be building themselves up to the point where they could meet their full goals without undue strain on their budgets.

"What, then, has happened? A year ago, 32 states were members of the N.S.B.A. on the old, nominal, \$25 per year basis. Today, 31 states are members on the new basis for the fiscal year July 1, 1950 to June 30, 1951. Of these 31 states, 15 have paid simply the \$100 base membership, although several have indicated that before June they will make additional payments. Five states have paid more than the base \$100 but not their full goals, including the state of Illinois which is definitely planning to reach its full goal of \$1,722 by June 30. Eleven states have already paid their goals in full. I submit to you that this is a remarkable record of accomplishment in one year's time. It indicates the vitality of our school board association movement and the loyalty and determination of state and national leaders to build strongly and to build well."

Looking Ahead

After discussing the financial status of the association and outlining the minimum needs and maximum opportunities of a supporting budget, Mr. Tuttle concluded his report with the following statements:

"In general let me say that the picture looks bright to me. I see no real obstacles to our steady and sound growth. It should be obvious that in my thinking, and I hope in yours, the National School Boards Association should never become a large overpowering organization, but should always function as a co-ordinating, servicing, and representative agency for the state associations of school boards and for the school board interests of this country as a whole.

"There are many things that we should be doing as soon as we can get to them. They represent part of the superstructure we are going to erect upon the foundations we are laying with such care and thoroughness. I have already referred to the growing requests for our active co-operation with other na-



Edward M. Tuttle

tional organizations. It is probable that joint committees with some of these, such as the A.A.S.A., the N.E.A., the P.T.A., the chief state school officers, the National Citizens Commission, the Association of Teachers Colleges, and others, might find useful tasks to perform. We need to develop some year-round, working committees within our own association. We should be at work formulating a Statement of Policy, or Set of Principles, relating to boards of education in America, local, state, and national. The chief state school officers worked three years to produce their pamphlet entitled 'Our System of Education' which is one of the guiding documents we have in the educational field today. Our association could do something similar and it would be a great stimulus to our interest and feeling of accomplishment. There are many special phases of school board policy and practice to which we could well devote careful study for the country as a whole—matters of size and selection of boards, of written codes for boards, of the fiscal independence of school boards, of state association services to local boards, of teacher tenure, of insurance practices, etc., all of which we should come to consider in the course of time. I think a very useful tool to develop would be a School Boards Association Yearbook, revised from year to year, which would devote two or three pages to each state giving essential educational data and information on the status of the school boards association and its current officials. I think we might consider the formation of six or eight regional divisions of the N.S.B.A. which would multiply the exchange of ideas beyond our single annual convention. When the time comes that a majority of the state associations have full-time executive secretaries, it will be very important for these people to get together at least once a year for several days to a week

in a real workshop which will be an extension of the idea behind the meeting held in this hotel yesterday afternoon. These are just a few suggestions as to what we may be doing in years to come.

"May I, in closing this report, try to discover with you where our school board association movement is leading us and what goals lie ahead. As I indicated in the beginning, the strength of the whole movement rests essentially in the state associations. Most of them have a long way yet to go. Even those that are strongest and most active at present have only begun to realize their opportunities and responsibilities. As you listen this evening to a discussion of 'Education in the National Emergency,' keep in the front of your mind a vision of how much more effectively we could meet some of these critical problems today if in every one of our 48 states there were a 100 per cent association of the local schools boards, adequately financed and staffed to make possible rapid exchange and interchange of information, prompt assembling of data on critical local shortages and needs, effective focusing of attention on pending policy decisions in the state and in the nation which local boards not only should know about in advance but should have a voice in formulating, advice and interpretation regarding established policies as soon as they go into effect, and a host of other activities which would make of each state association a truly representative, functioning, and guiding instrument of the local agencies legally charged with the operation of America's public schools.

"The report later this afternoon of the Texas Survey of State Associations will reveal our present situation, the great variations that exist in extent of membership, finance personnel, and services, and some of the possibilities that are indicated for all by the few which have advanced the farthest.

"Then tomorrow morning as you listen to a number of the leaders of other national organizations discuss ways of 'Working Together for Public Education' will you try to imagine the immeasurable improvements that will come more readily when state and national school boards associations are in a position to offer the fullest co-operation to every organization and to every effort that honestly and sincerely seeks the highest development of our system of public education for the children, youth, and adults of America.

"In a final word, I want to express my sincere personal appreciation of the support and encouragement which have come to me from every hand during the past year. To the officers and directors of the National School Boards Association, to the host of friends I have made among the officers and members of state associations, to the editor and publisher of the *SCHOOL BOARD JOURNAL*, and to the leaders of many national organizations who have given generous help and advice, I am deeply grateful. With such unity of purpose how can we fail?"

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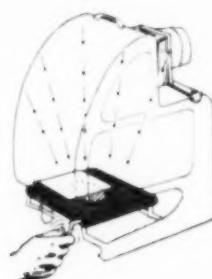
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Schools and School Districts

The fact that a nonhigh school district is small and may, at a given moment, have no children of high school age residing within its boundaries has no effect upon the existence of the district, for the district continues to exist both in fact and in law for the purpose of paying its lawful debts and for accommodations of eighth-grade graduates who may reside within the district at a future date.—*People ex rel. Bailey v. Illinois Cent. R. Co.*, 95 Northeastern reporter 2d 352, Ill.

The Texas common school or elementary school districts lose their identity upon consolidation, but not upon the formation of a rural high school district by grouping or annexation of districts.—*Edwards v. Roberty*, 233 Southwestern reporter 2d 592, Tex. Civ. App.

School District Property

Whether the school property shall be used by any group at all is a matter resting within the discretion of each school board, and in the absence of any proof of unreasonableness on the part of the school board in exercising such power, or an arbitrary or capricious exercise of the power, the judgment of the board must stand 24 P.S., § 7-775.—*McKnight v. Board of Public Education*, 76 Atlantic reporter 2d 207, 635 Pa. 422.

Under a New Jersey statute providing that a

board of education should award contracts for plumbing, fitting to lowest "responsible bidder," the quoted words would not be interpreted as requiring the local board and the state board to decide qualifications of master plumbers. R.S. 18:11-10; R.S. 18:11-10, N.J.S.A.—*Board of Health of City of Plainfield v. Charles Simkin & Sons*, 76 Atlantic reporter 2d 302, 10, N.J. Super. 301, N.J. Co.

School District Taxation

A school district in Missouri owes a mandatory duty within the vested authority to pay its just obligations and its officers are charged with a mandatory duty to take such steps as are authorized by law for the prompt discharge of a judgment against the district.—*State ex rel. Pullum v. Consolidated School Dist. No. 5 of Stoddard County*, 23 Southwestern reporter 2d 702, Mo.

The issuance of bonds on a county-wide basis for improving the schools of the county, as provided in the law, was a matter within the jurisdiction of the county board of education in the exercise of its administrative power over the school district, Ga. code Ann. §§ 32-909, 32-1101, Ga. const. art. 8, § 5, par. 1.—*Robinson v. State*, 61 Southeastern reporter 2d 773, Ga. App.

The power of a school district in Illinois to levy taxes is limited to property within the boundaries of the district at the time of the levy and the levy of a tax on property in a detached territory is illegal.—*People ex rel. Bailey v. Illinois Cent. R. Co.*, 95 Northeastern reporter 2d 352, Ill.

Where the voters had authorized the issuance of bonds for the erection of additional school buildings and the remodeling of existing school buildings in 12 school districts and the county board of education had recommended the construction of a central high school for three of these buildings, there was no change in purpose for which the bonds were issued, but only a change in the manner or method of accomplishing that purpose. G.S. §§ 115-84, 115-85, 115-88.—*Feezor v. Siceloff*, 61 Southeastern reporter 2d 714, 232 N.C. 563.

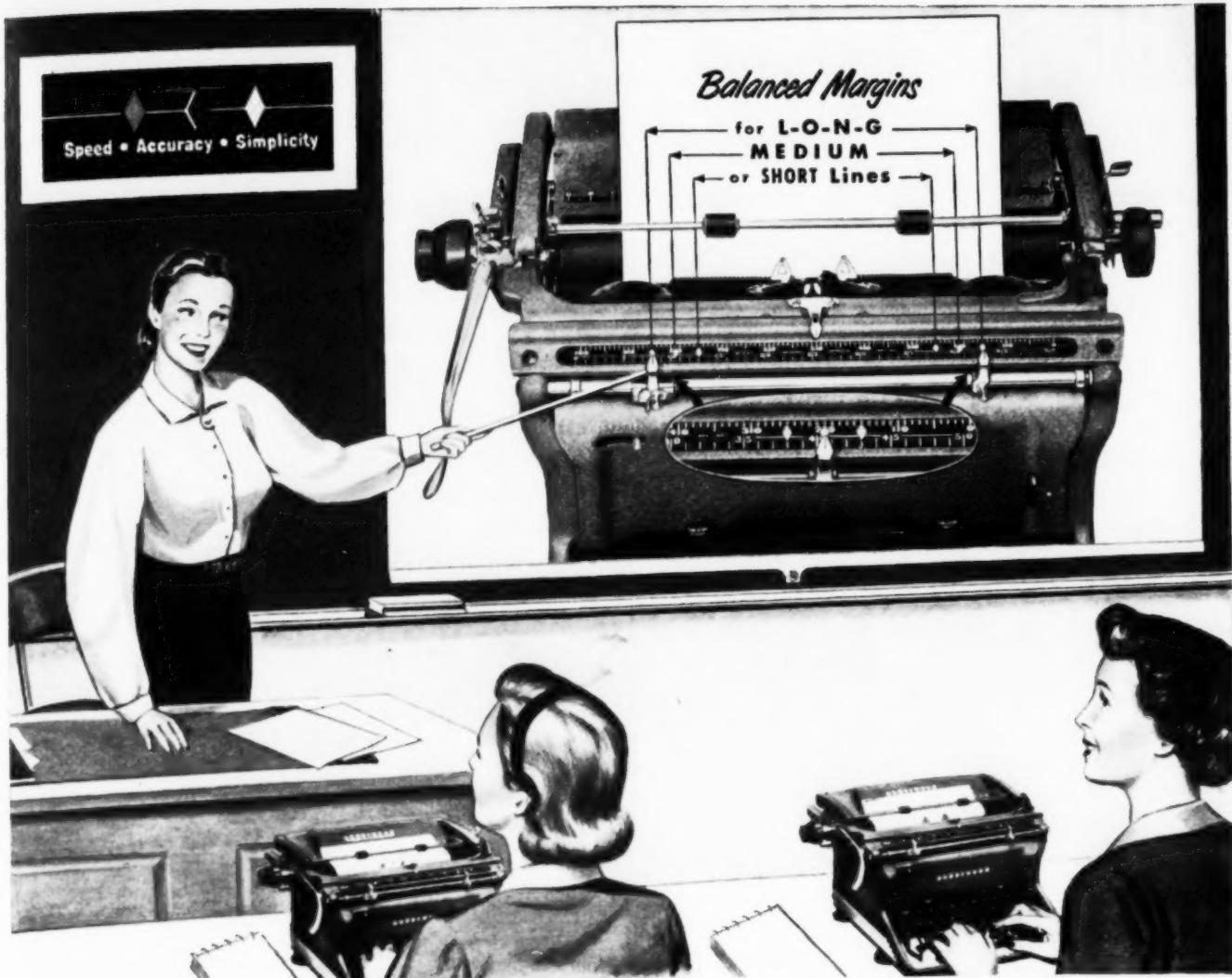
Teachers

Where the school directors did not give a teacher a statutory written notice of intention not to re-employ him, and he gave written notice of intention to resume his duties as a teacher the directors could not treat his contract as abrogated, regardless of their authority to employ an additional teacher, and notwithstanding his prior statement that he did not wish to teach in the ensuing year without a salary increase. M.R.S.A. § 10342A.—*Common School Dist. No. 2 of Gasconade County v. Brinkmann*, 233 Southwestern reporter 2d 768, Mo. App.

An Ohio statute relating to the termination of a teacher's contract and providing for an appeal by the teacher to the court of common pleas from the board of education's order terminating his contract grants to the board no extraordinary new powers to discharge teachers, but instead places a limitation on the board's existing powers and the board is still the hiring and discharging body, and there is no requirement of a hearing of any kind upon a discharge, except upon the invoking of it by the teacher, and such a hearing is still the performance of an administrative function of the board, and the board is clothed with jurisdiction to perform such a function. Ohio gen. code, § 5842-12.—*Application of Wadsworth*, 95 Northeastern reporter 2d 19, Ohio Com. P.

Pupils and Conduct of Schools

A board of education in Missouri has complete discretion to determine what courses shall be given, continued or discontinued, and its discretion cannot be controlled or interfered with by a court.—*State ex rel. Brewton v. Board of Education of City of St. Louis*, 233 Southwestern reporter 2d 697, Mo.



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SCHOOL BOARD JOURNAL for MARCH, 1951



TODAY'S Milton Bradley School Furniture carries on a basic idea of the pioneer in supplying Schoolroom equipment for the children of America. This is to design furniture to fit the needs of the particular classroom — rather than expect the best from either teachers or pupils accommodating themselves to makeshifts.

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SCHOOL ADMINISTRATION NEWS

TELEVISION IN PHILADELPHIA

The school district of Philadelphia, Pa., has begun the school year 1951 with an ambitious schedule in television, including a new series of Civil Defense Techniques covering first aid equipment and procedures and other information of value in a civil defense program.

School television in Philadelphia is no longer an experiment. It has become a regular teaching aid in an increasing number of classrooms. A creative arts program, designed for elementary schools, is carried out with children of different elementary schools each week. Finger painting, table decorations, winter landscapes, and hooked rugs are among the topics.

A career forum, covering 28 weeks is conducted regularly. Pupils of public, parochial, private, and suburban high schools discuss with leaders of industry, the professions, and business the opportunities in a wide variety of careers.

Special telecasts are conducted from time to time to acquaint educators and parents with the potentiality of television as an educational medium, and stations and manufacturers have willingly co-operated with the staff in a number of meetings. In November, a closed circuit telecast of two school programs was conducted at the regular staff meeting of the schools. Cameras and equipment were moved to the auditorium of the board of education building so that the program could be seen both on the stage and on the screens. Three hundred and fifty school people were in attendance.

PRACTICAL SUBJECTS ADDED

At Maybrook, N. Y., steps have been taken to broaden the junior high school program for pupils in grades 7 to 12. New courses in industrial arts, homemaking, and commercial subjects are being offered in addition to the usual general academic studies.

In order to improve instruction experiments have been made with combined courses in the areas of English and social studies, meeting for two consecutive periods. These have been introduced in grades 7 through 10 and will be carried still further next year. The teachers feel that the double periods are valuable because they get to know the pupils better so that they can do a better job of meeting individual needs and guidance.

The guidance program has been quite successful and functions actively with the co-operation of the entire staff. While it is not a formal program, an effort has been made to make it a complete program and the teachers believe that they have been successful in doing so.

IMPROVEMENTS IN ODESSA SCHOOLS

At Odessa, N. Y., a new guidance program has been established, including personal interviews for upper grades, educational and vocational. Pupil failures are checked once every five weeks and notes are sent to parents. A career day is planned to include neighboring schools with college speakers. Special courses are planned for retarded children. The social studies and English eleventh- and twelfth-grade classes are divided into college and noncollege groups, with noncollege groups taking courses fitting them for

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On a sheet of white construction paper 10½" x 9", color 12 blocks in wheel form—yellow at the top, then yellow green, green, blue green, blue, blue violet, violet, red violet, red, red orange, orange, and yellow orange. Make 8½" circles—one for complementary colors with 2 openings, directly opposite each other—one for analogous colors, with 3 open-

ings together—one for the color triad with 3 openings so that red, yellow and blue appear—and one for the split complement with 3 openings so that yellow, red violet and blue violet appear.

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work preference. The shop teacher regularly conducts classes in operation of movie projection for students and teachers. It is planned to check all retarded students for study habits and to set up study guides with a time and a plan for studying. Through the local community chest a fund of \$200 has been made available for students needing help in the way of eyeglasses, physical examinations, or minor operations.

SCHOOLS OPERATE COMMUNITY THEATER

At Fishers Island, N. Y., the board of education has leased the movie theater of the deactivated Fort Wright army post and has purchased the chairs and projection equipment. The theater is being used for public recreational facilities for the 500 year-round residents of the island.

When the theater was first taken over members of the school board and the professional school executives operated the theater without compensation for their services. The 30-year-old movie projectors in the school auditorium were used. Now modern equipment has been provided.

Supt. John McManama reports that the theater now has a full staff of paid personnel and is rendering a fine service to the community. The initial investment has been paid off and the board is looking forward to future receipts which will be allocated to the school budget.

► Teachers College, Columbia University, has been given a \$1,000,000 grant by the Carnegie Corporation, New York, to permit an expansion of its service for improving and strengthening the teaching of Americanism in the schools of the country.

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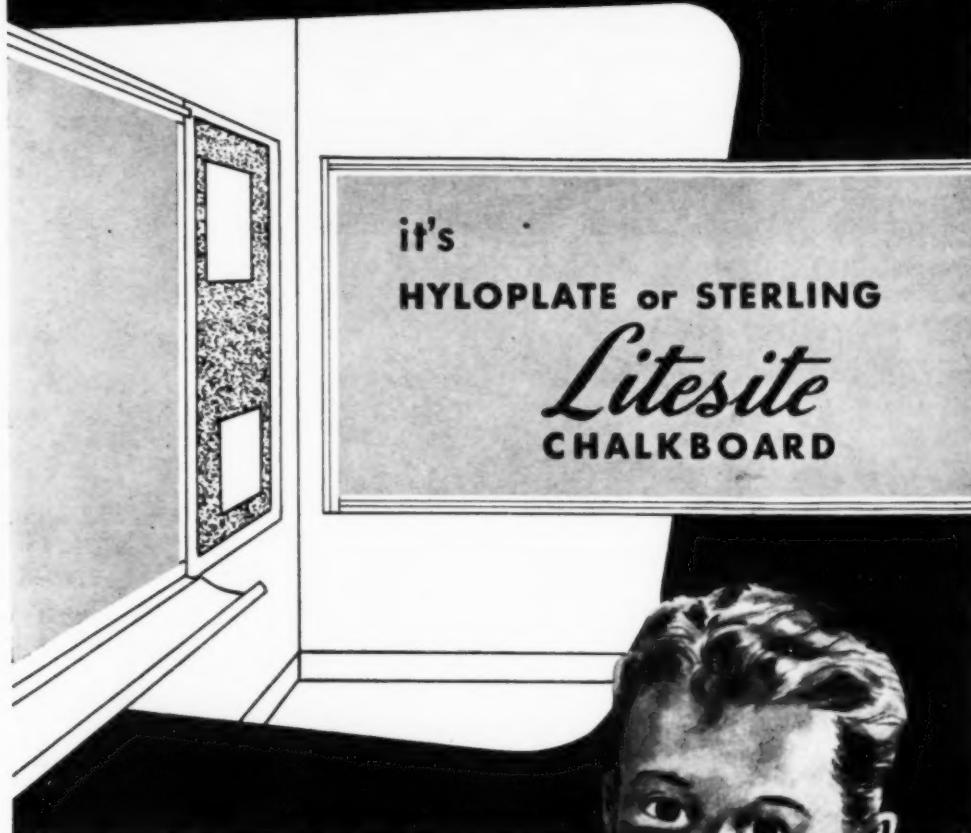
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ENGLISH TEACHERS COMPLETE CURRICULUM REVISION

The English teachers in the Roosevelt High School, Hyde Park, N. Y., completed a curriculum revision project during the summer of 1950. The purpose of the project was to solve the problem of classifying the student body and of providing methods and standards to make the study of English a profitable experience.

The work was performed by a committee of teachers working through the entire summer. The board provided the funds for the financing, approved the project, and authorized its beginning.

At the end of seven weeks, the committee issued a report reflecting the best efforts of educators to cope with the problem of retarded readers. The report included recommendations

for the use of specific simplified English texts and reading books of high interest but low-reading difficulty. Remedial training in reading will be given, and helpful devices such as basic vocabulary flash cards, spelling lists of graded difficulty, useful standardized tests, and uniform methods of teaching were recommended for use.

The committee prepared lists of audio-visual aid material relating to topics studied in English and fitted these into the courses of study. Life-adjustment topics were included in the plans as an added stimulus to vitalize the oral work stressed for these groups.

The teachers who were afforded the opportunity for a full-time study of the problem were able to accomplish in one summer what otherwise would have taken a much greater length of time. The board furthered the work of the committee by authorizing the purchase of texts and

materials recommended for its implementation. The work was carried on with the approval and encouragement of Edwin A. Juckett, supervising principal of the Hyde Park schools.

U. S. OFFICE OF EDUCATION REORGANIZED

Earl J. McGrath, U. S. Commissioner of Education, has announced the reorganization of the Office of Education, to meet the nation's educational needs during the present emergency. The fundamental objective, according to Mr. McGrath, is to provide more effective means for identifying and meeting the basic problems of American education. The new plan which adheres to the tradition of state and local control of education, is designed to mobilize the full resources of the Office, and to make a direct attack on these problems in co-operation with the schools, colleges, and other educational institutions of the country.

Under the plan, the number of operating divisions is being reduced from eight to three. The new units, each headed by an assistant commissioner, are: The Division of State and Local School Systems, the Division of Vocational Education, and the Division of Higher Education.

Consolidated under the Division of State and Local School Systems: School Administration and Supervision; Elementary and Secondary Education; Administration; State, County, and City School Administration; Curriculum and Instruction; Secondary School Curriculum and Instruction; Auxiliary Materials and Methods; Exceptional Children and Youth; International Exchange of Teachers; and School Assistance in Federal Areas.

The Division of Vocational Education includes State Plans and Grants; Agricultural Education, Trade and Industrial Education, Home Economics, Business Education, and Guidance and Counseling.

The Division of Higher Education includes Administrative and Grants; Curriculum and Instruction; Credentials Evaluation.

FIVE SIMPLE IMPROVEMENTS

Sup't. Paul Gossard of Quincy, Mass., has called the attention of the School Committee to five important changes in school construction which vastly improve the efficiency and economy of the new buildings. He writes:

"1. The lighting of the classrooms is much improved by (a) a greater expanse of glass in the outer walls; (b) bilateral or clerestory lighting and/or liberal use of directional glass blocks; (c) reduction of light contrasts in rooms by having lighter furniture and woodwork; (d) painting of rooms in pastel shades according to exposure of room to sunlight; (e) increasing the amount of artificial light through the use of fluorescent lighting or improved incandescent lighting.

"2. Hearing within rooms is being improved by (a) careful consideration of the problems of acoustics in the design itself of rooms; (b) use of acoustic tile or acoustic plaster.

"3. The usefulness of classrooms is improved by providing more storage space, counter space, and areas for actual work that include sinks with running water.

"4. Cost is cut down by such measures as use of cinder blocks on inside walls, unfinished brick partitions, and flat roofs.

"5. Probably not one building in a hundred is being constructed at present with a basement."

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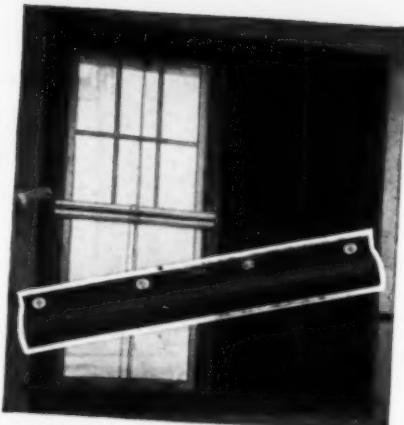
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SHOP EFFICIENCY TO BE STUDIED

A Pasadena, Calif., firm of certified public accountants has recommended to the school board the installation of a system of prices for repair and maintenance services, based on going prices charged for similar services by private concerns, to determine the efficiency of nine maintenance and repair shops operated by the city schools. Operating costs of these nine shops totals \$250,000 a year and the purpose is to determine what of the work can be done more efficiently and economically by letting contracts to private firms in the vicinity. The report suggests drastic changes in bookkeeping and accounting procedures, the handling of supplies, purchases, and sales, and the setting up of devices to prevent money wastes and opportunities for dishonesty.

RAISE JANITORS' SALARIES

The District of Columbia board of education has given all janitors, foremen, and other mechanics engaged in the operation and maintenance of school buildings increases in wages of 15 to 27 cents per hour. The new rates range from \$1.25 to \$1.80 as against the old range of \$1.04 to \$1.65.

SCHOOL BOARD NEWS

► Prof. Clyde M. Hill of Yale University and Prof. L. N. Morrisett of the University of Cali-

fornia, Los Angeles, have begun a survey of the Pasadena, Calif., school system to be completed before December, 1951.

► The Providence, R. I., school committee has decided to discontinue its long secret meetings and to make a longer part of its regular meetings open to the public. In the past, the committee met early in the evening for a private conference on pending business, and permitted the newspapermen and the public to be present for a very brief period of time while formal votes were taken on resolutions and other business. The committee will meet at 7:45 p.m. for a private meeting and admit the public not later than 9:15 p.m. All problems up for action will be discussed during the open period.

► Eveleth, Minn. The school board has adopted a new policy of refraining from long executive sessions. The change allows the board to enter directly upon the business of the meeting. Another change calls for meetings with special groups on nights other than regular meeting nights.

► Baton Rouge, La. The East Baton Rouge parish school board has begun plans for a \$100,000 school administration building and a \$120,000 service center. The service center will provide facilities for a materials bureau, textbook storage, supplies center, a warehouse and repair shops.

► Shawnee, Okla. The board of education has increased the amount of insurance on the school buildings by 10 per cent. It will raise the total insurance for buildings and contents to \$1,729,860.

► Cincinnati, Ohio. The board of education has approved a proposal that all civil service wage rates, including those for civil service lunchroom employees, with the exception of employees

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Thousands of school-age boys and girls have impaired vision, yet do not know it. While their sight is good enough for play, these youngsters cannot see well enough to take full advantage of their opportunity for an education. Only visual screening tests started in the kindergarten can detect children needing eye care.

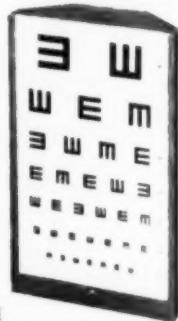
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* While many children doing poorly in school do not need glasses or other eye care, doctors agree, many others will show a tremendous improvement when their vision has been corrected. ONLY \$25.00 COMPLETE



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in building trades crafts and student help, be increased by 10 per cent of the first \$2,500 or portion earned, and by 5 per cent on the portion earned above \$2,500. The rates which became effective as of January 1, 1951, became necessary to match the civil service wage rate increases adopted recently by the city council.

COMING CONVENTIONS

Mar. 15-17. Michigan School Business Officials at Pantlind Hotel, Grand Rapids, Mich. Secretary: A. C. Lamb, Wayne University, Detroit, Mich. Exhibits: Mr. Lamb. Attendance: 300.

Mar. 27-30. Saskatchewan School Trustees Assn. (Canada) at Regina, Sask. Secretary: Z. M. Hamilton, Jr., 1860 Lorne St., Regina. Exhibits: Mr. Hamilton. Attendance: 1200.

Mar. 27-31. North Central Assn. of Colleges and Secondary Schools at Palmer House, Chicago, Ill. Secretary: G. W. Rosenlof, University of Nebraska, Lincoln, Neb. No exhibits. Attendance: 1500-2000.

Mar. 29-30. Bilingual School Trustees Assn. of Ontario at Académie La Salle, Ottawa, Ontario, Canada. Secretary: Bruno Comeau, 174 St. Patrick, Ottawa. No exhibits. Attendance: 250.

Apr. 19-20. Colorado Assn. of School Boards at Albany Hotel, Denver, Colo. Secretary: Dr. C. Grieder, University of Colorado, Boulder, Colo. No exhibits. Attendance: 150.

Apr. 27-29. Spring Meeting of Superintendents of Cities over 200,000 at Seattle, Wash.

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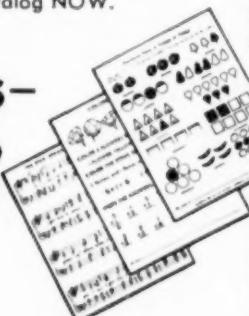


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GIFTS SCHOOLS MAY ACCEPT

The school board of San Francisco, Calif., has reaffirmed its policy governing the acceptance by schools of gifts from parent-teacher units, mothers' clubs, and other organizations. Principals of schools are authorized to accept from any of the organizations the following types of articles without obtaining permission from the administrative office.

- Approved articles of uniform for members of the traffic squad and special organizations.
- Silk flags and banners.
- Pictures, subject to the approval of the director of art.
- Phonograph records, subject to the approval of the director of music.
- Subscriptions for magazines, subject to the approval of the director of texts and libraries.
- Aquariums, bird cages, etc., for kindergarten or primary rooms.

7. Sets of reference books or approved library books, subject to the approval of the director of texts and libraries.

8. Candy and small gifts for Christmas and graduating parties.

9. Philanthropic gifts for pupils, such as car tickets, shoe repairs, haircuts, and lunches.

Funds raised on elementary school premises through approved parent-teacher activities, mothers' clubs, and other adult organizations are to remain in the possession of the local unit, which is responsible for all accounting. Such funds may not be turned over to the principals for expenditure.

SOMETHING NEW IN SCHOOL TRIPS

A group of West Chillisquaque Township, Pa., high school students, with their history teacher and principal, recently enjoyed a two-day trip

to some of the historic spots of Pennsylvania. A chartered plane was used for transportation and arrangements for the tour were made by Miss Elizabeth Warnock, specialist in aviation education for the State Department of Public Instruction.

Among the items of interest en route included were historic sites in Philadelphia, a look at Valley Forge from the air, a bus tour of the Gettysburg battlefield, and a trip through the State Capitol Building in Harrisburg. The trip was greatly enjoyed by the students, who expressed pleasure in the mode of travel.

HOLD CAREER DAY PROGRAM

The Central High School at Piqua, Ohio, holds a "career day" program annually in the spring, under the direction of the co-ordinator. At the 1950 "career day," a large list of consultants appeared on the program to offer advice on the selection of a vocation. Supt. C. M. Sims opened the program and Principal Robert G. Winter presided. Harry Speelman, of the U. S. Employment Service, talked on "Thirty-nine Thousand Jobs". Ernest Branning, of the local Chamber of Commerce, discussed the topic, "Piqua and Jobs", and W. K. Dunton, director of guidance, talked on "Your Job." Luncheon was served to the consultants after which group conferences for students interested in specific jobs were held.

NEW FILM PROGRAM

The city and county schools of Fresno, Calif., have inaugurated a joint motion picture film program. The local school board has allocated funds for the purchase of films to be used jointly by city and county teachers. The county in return has made available all films purchased with its funds. The new plan makes possible the use of films to carry forward the instruction program in the classroom. These films can be used to supplement other curriculum materials when they are needed and thus become integrated with the curriculum units and courses.

PARENTS AS CUSTOMERS

The Vision City as Longview, Wash., is popularly designated, with a vision of the best schools the community can afford, recently endeavored to find out what parents think of, and expect of the schools. The board and Supt. E. J. McNamara, considering parents as valuable customers, wanted to know if they really had satisfied customers.

The instrument employed was a Hand Survey of Parent Opinion. The leg work was done by Longview's Educational Policies Council, a group of citizens working in an advisory role to develop a close relationship between the community and its schools, with the purpose of making the schools the kind Longview wants. A thousand parents, a thousand children in grades 5 through 12, and all teachers were asked to study the questionnaire and give their replies.

The opinions, after checking, showed general approval of what the schools were doing. Although dissatisfied customers were in the minority, their complaints became of major concern and will be the springboard from which to venture into new services and improved quality of old services. The school board members, the Educational Policies Council, and administrators are studying the results of the poll with a view to improving the school program in the areas showing the greatest need.

WILLARD SCHOOL REOPENED

At Janesville, Wis., the little schoolhouse where Frances Willard studied and later taught is being reopened for classes after a 30-year lapse.

Built in 1853 by Miss Willard's father, the school is in excellent condition despite its 97 years. It is being opened at this time to alleviate critical crowding in the near-by River Valley School. Since it was closed in 1920, the building has been preserved by the WCTU as a memorial to Miss Willard.

PLAY BALL with Voit

JC12—Cork Center Softball—Dependable performance that only a cork center insures. Constant uniform quality will give unbelievably long service in hard school use and for league games.



J90—Baseball—The ideal ball where durability is all-important for limited budgets. Being used by professional teams, must be right.

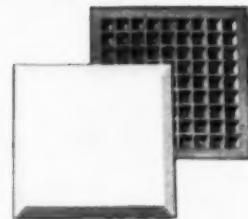


PB1—Official Pitcher's Box—Top quality white rubber. Detachable spikes. Spike locking nuts molded in bottom of box.



SB1—Softball Bases—A new design in portable softball bases (including home plate). Suction design prevents slipping on gym floors, grass, asphalt or cement. Normal use should last ten years.

BT1—Softball Batting Tee—Saves all the time the youngsters now lose trying to get a pitched ball over the plate. Allows more hitting, fielding and base running in limited play periods. Helps teach hit placement. Adjustable to each batter's height.

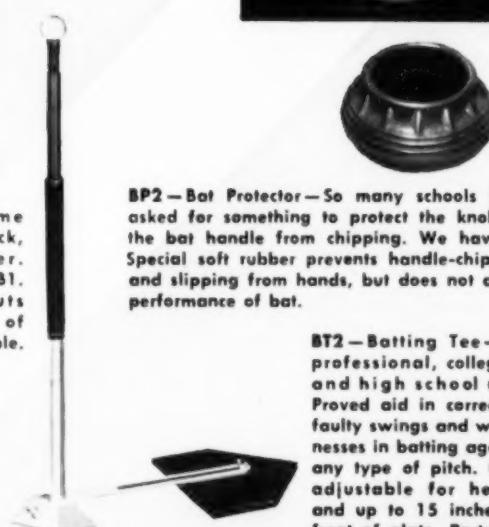


HP1—Official Home Plate— $\frac{3}{4}$ inches thick, tough white rubber. Same top quality as PB1. Spike locking nuts molded in bottom of plate; spikes detachable.



BP2—Bat Protector—So many schools have asked for something to protect the knob on the bat handle from chipping. We have it! Special soft rubber prevents handle-chipping and slipping from hands, but does not affect performance of bat.

BT2—Batting Tee—For professional, collegiate and high school use. Proved aid in correcting faulty swings and weaknesses in batting against any type of pitch. Fully adjustable for height and up to 15 inches in front of plate. Parts are replaceable.



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of the IBM keyboard. Your wrists should be slightly lower than your knuckles; your fingers should curve naturally toward the keys.

CHECK YOUR TYPING POSTURE AGAINST THIS PICTURE OF STELLA PAJUNAS, WORLD'S CHAMPION SPEED TYPIST.

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STAY IN SCHOOL UNTIL CALLED

The following timely statement prepared by Supt. Carl C. Byers was sent to all high school pupils of the Parma, Ohio, high school, and their parents. It evoked considerable favorable comment from the local press and business community.

— EDITOR.

YOUR ATTENTION — PLEASE!

As a friend interested in your welfare, I take this opportunity to make several comments and suggestions which may be helpful to you. If you "are on the fence" and undecided as to whether to continue in school, enter some branch of the armed forces, or quit and take a job, take time to read the rest of this letter (reading time, three minutes).

A weekly pay check may look more attractive and seem more appealing than a high school program, but *stop and think*. The present world conflict ends, and we enter another reconversion period, and you find yourself in a glutted labor market without the training required, technically or vocationally, to hold down a good job. What then? At the same time it is unlikely that you will have a very strong incentive to resume your high school work. Now is the moment of decision!

Many of you are faced with the "jitters," and I can't blame you. Some are saying, "If war is coming in a few months, what's the use?" Others word it like this, "Why should I bother with future plans — I might as well have a good time now — my dreams may be blasted away in a split second." Again, I say, *stop and think!* You can't afford to let a blurred future in a war-riddled world throw you for a loss. Your world is not only where you live, but how you live, on a day-to-day basis.

National leaders have said time after time that young people make their greatest contribution to the national welfare by continuing their planned school program. Nothing but *eventual disappointment* and *loss of opportunity* can be predicted for boys (and girls) who quit now and do not complete their high school education. Once the present critical condition is past, you will probably experience difficulty in even getting inside an employment office for an interview unless you are a high school graduate. Stay in school now! It is the patriotic thing to do.

While you are young you must take advantage of the best training and educational opportunities available. Ten years from now those who quit will be heard to say, "I'm sorry I didn't stay to be graduated." "I wish I had it to do over again." "Why didn't someone tell me I was making a mistake?" Then it's too late. Stay in school now!

Abraham Lincoln once said, "I will study and get ready and some day my chance will come." Education is something you attain or achieve. It can't be given to you. No one can take it from you. The young man or woman with a good school record has immediate advantages over the person who failed to take advantage of his opportunities.

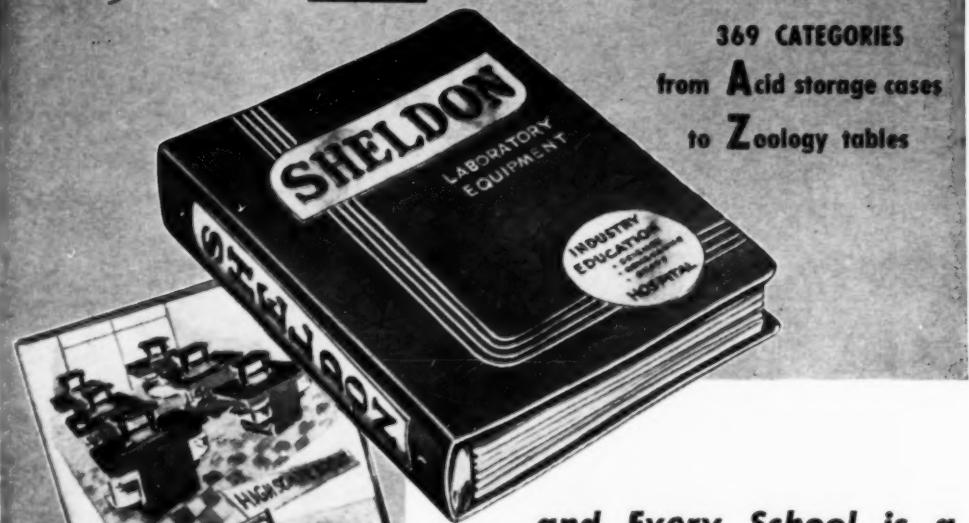
Yesterday is gone — Today is opportunity — Tomorrow is often too late. Don't "muff" your chance. Get on the ball. It's up to you. No one can live your life for you, and no one has lived the life that you are going to live.

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Prepare yourself today. Stay in school while you can.

Finally, I would suggest that whatever you do, (1) dare to do right. Dare to stand out from the crowd and do the things that you know are right because you really want to do them, and (2) keep clean physically, mentally, and spiritually. You may fool your parents. You may bluff your teachers. But you have to live with yourself and there's one person you can't fool. That person is *you*.

Consult your high school principal or counselor if you have questions regarding your school program. Many of our teachers are veterans of World War II. They'll be glad to talk with you, too.

CARL C. BYERS.

SCHOOL BOARD NEWS

► Among the early enterprises for school improvement, undertaken by the newly created school board of St. Paul, Minn., is a "safe driving" course to be offered in the high school.

► The action of the New Orleans, La., board of education in dismissing Supt. Lionel J. Bourgeois has been halted by court action. Judge Alexander E. Rainold, on January 25, granted a temporary injunction, declaring that the superintendent is entitled to a legal hearing before he can be discharged. The board's action follows more than a year's differences between the board and Mr. Bourgeois.



1951 SCHOOL COMMITTEE, FITCHBURG, MASSACHUSETTS

The school committee of Fitchburg, Mass., has reorganized for the school year 1951. In the photograph the members of the group (left to right) are: Mayor Peter J. Levanti, chairman; Thomas H. Moriarty; Nancy L. Crocker; Armand O. Richard, vice-chairman; Charles V. Bean; Agnes D. Cashman; Pauline E. Watson; George C. Francis, superintendent of schools.

Two of the outstanding accomplishments of the board last year were the conduct of a Business-Education Day in the schools and a professional survey of the school plant, conducted by Dr. William K. Wilson, of Albany, N. Y. The board has received a report on the survey and is now engaged in making a study of it with a view of erecting new buildings.

THE SCHOOL BOARD MEMBER

A WOMEN'S POINT OF VIEW

The Women's Civic League of Pasadena, Calif., has issued a statement intended to assist its members in voting for suitable candidates for the local school board election. The statement is particularly interesting because of the continuous conflicts which have shaken Pasadena schools during the past year, and which resulted in the resignation of Supt. Willard Goslin in the fall of 1950. The statement is as follows:

As a background for understanding the work of the school board, it is important to know that the California Education Code, which comprises all the state law concerning school matter, sets many requirements, including certain specified courses of instruction, which must be met. In some states, school board members merely appoint a school superintendent who has full authority thereafter, while they retire to their private affairs. However, in California, a board of education is charged by state law with specific responsibilities for planning, policy making, and financing, none of which functions may be legally delegated to others. The board is also charged with the responsibility for choosing its administrative officer and holding him responsible to the board for the conduct of the schools in accordance with the plans and policies it approves.

Not Professionals

It is also important to keep in mind that board members are lay persons. They are citizens

elected to represent their fellow citizens and are not professionals or specialists in education.

A school board member should be first of all, a public-spirited, intelligent person, of integrity, who is deeply concerned with the importance of public education in a free society. He is not necessarily an outstanding civic leader, since one of the prerequisites is that he shall be able to arrange his affairs in order to give a considerable amount of time to the transaction of school business. Practical experience and mature judgment are prerequisites. A school board member should be "broad-minded and open-minded . . . not so thin-skinned that he cannot take criticism of either the schools or the board—or of himself, for that matter. The good member relies on objective evidence and makes decisions on the basis of this evidence rather than on a basis of feeling, prejudice, or personal interest. . . . The school board member likes people and sees many of them. (A sense of humor is helpful.)"

Nonpartisan Attitude

Since the public school derives its support from all elements of the community, a nonpartisan attitude is essential in school board members, (and school personnel). It is particularly important for persons connected with the schools to be aware of the dangers inherent in any public expression of their personal political enthusiasms, and to be on guard lest any act of theirs be interpreted as an attempt to use the schools for partisan political purposes.

A well-rounded school board should include men and women who have different occupational backgrounds, such as one member who is in business another with legal or other professional experience, housewife-mother, and others with various types of experience. Board members should be members-at-large, representing the community as a whole. Even a division into regional representation is unwise.

The qualifications listed above are not impossibly high. Integrity, good sense, mature judgment, and a deep devotion to preserving the American way of life, are qualities which we think of as typically American, and qualities which we must look for in choosing our elected representatives to our board of education.

HOLD ANNUAL BOARD-GUEST DINNER MEETING

The board of education at Charleroi, Pa., annually holds a Board-Guest Dinner Meeting when the board serves as host to all the boards of outlying districts and their representative chief school administrators. This year, at the fourth annual meeting, to be held on Tuesday, March 13, the board will be host to 120 guests, including members of its own board, the administrative and supervisory staffs, and the school solicitor. The dinner will be prepared and served by the pupils and teachers of the school homemaking department.

The aim of the annual dinner meeting is to stimulate interest and to solicit comment and approval of what the schools are doing and what they have to offer to the districts which send and pay tuition for over 800 nonresident students.

The theme of this year's meeting will be "Jointures—From the Viewpoint of the Board of Education and the Viewpoint of the School Administrators."

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ABOVE . . . Pupils measuring 5'8", 5'2" and 4'6" demonstrate adjustability of Senior Size Model 58 Bargen Desk.

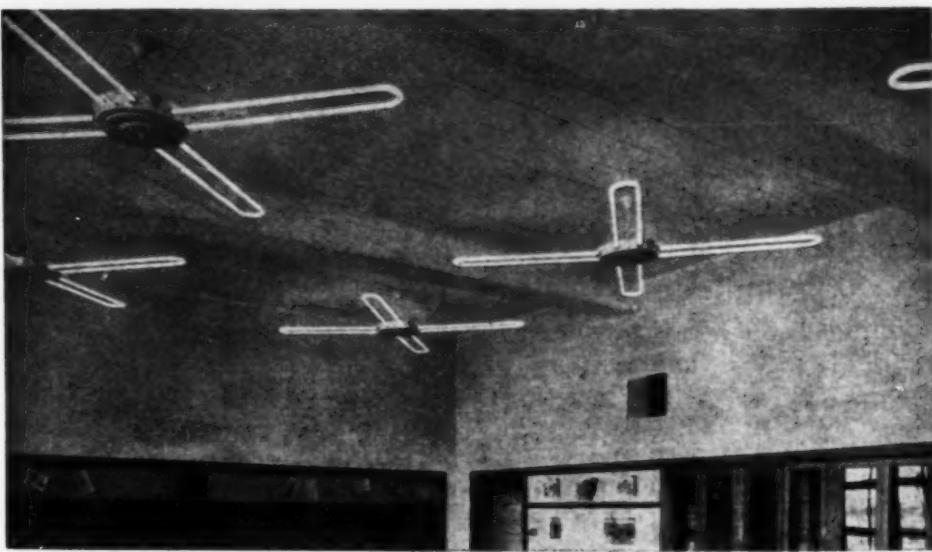
AT LEFT . . . Seated in a Junior Size Model 58 Bargen Desk is a second grader measuring 3'9". SEND for your free catalog of the complete Bargen-Built line. You'll be glad you did.



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PHILADELPHIA CONTINUES TAXES

► Philadelphia, Pa. Add B. Anderson, secretary and business manager of the Philadelphia board of education, says that the board will have to ask the General Assembly to continue its present "temporary taxes" for another two years or to provide other revenue.

Noting that three taxes enacted by the 1949 Legislature will expire at the end of this year,

Mr. Anderson said that they will have to be "either renewed or replaced."

These taxes yielded \$11,000,000, more than one-fifth of the \$53,552,000 spent on the schools last year. They are a four-mill tax on personal property, a one-mill general business tax, and a one-mill addition to the real estate tax. The latter now totals twelve and three-quarters mills for schools, or \$1.27½ for each \$100 of assessed property valuation.

Included in the \$53,552,000 outlay for 1950 was an item of \$1,800,000 toward a deficit accumulated between 1946 and 1949. In the 1951 budget of \$56,705,000, there is also included \$1,543,000 to wipe out the last of this deficit.

For the first time since 1945, the board closed its fiscal year with a surplus, amounting to \$233,000.

Anderson commented that "this was not a large sum," compared to estimated needs for improving the school system. These would require at least \$1,000,000 in excess of the 1951 budget.

► Pueblo, Colo. The school board has purchased U. S. treasury notes, netting it 1.46 per cent interest, in the amount of \$4,600,000 with funds received from its recent bond issue. The notes will be sold as money is needed to pay for the new school buildings now planned or under construction. The board is paying 1.75 per cent of its \$4,688,000 bond issue. The treasury notes are being retained in New York in order to save transportation costs.

► Wauwatosa, Wis. The board of education has adopted a budget of \$1,370,190, for 1951 and a local school tax levy of \$1,023,588.

► The school board of Lynn, Mass., has adopted a budget of \$3,026,593 for the school year 1951, or \$19 on the tax rate. Added school costs, wage adjustments, and increases of \$100 for school employees were responsible for the higher tax rate.

► Boston, Mass. The school committee has approved a preliminary budget of \$25,950,600 for the school year 1951. The budget includes \$2,550,600 for land, buildings, alterations, and repairs, to be partially met by \$150,000 in unexpended balances from 1950, and \$23,400,000 for general school purposes. The latter will be met in part by unexpended balances of \$240,000 and estimated income of \$1,375,000, in addition to \$1,809,533 in credit to be received from the city in order to reduce the amount to be raised by taxation.

► St. Louis, Mo. The Citizens' School Tax Committee has approved plans for a full-scale campaign for voter approval of an increase in the school tax rate and a bond issue of \$17,229,996 for the construction of new school buildings. It is expected that the board of education will approve the bond issue amount. Steps will also be taken toward fixing the amount of the tax increase. It will probably be about 16 or 18 cents on each \$100 of property valuation, which is in substantial agreement with that recommended by the advisory group.

SCHOOL BONDS

► The Oakmont, Pa., school district has sold a \$450,000 bond issue, with a premium of \$3,960, to net the purchasers 1.58 per cent. Supt. D. Lewis Shuker reports that the Oakmont First National Bank has bought \$90,000 worth of the bonds. An elementary school, to include 14 classrooms, is under construction.

► Arcadia, Calif. The school district has voted \$1,950,000 in school bonds by a 4 to 1 vote. A high school for 1200 students is to be erected.

► Davenport, Iowa. The school board has ordered an increase of 15 per cent in insurance coverage on the school buildings. The increase is in line with recommendations made by the Factory Insurance Association to take care of increased building costs.

SCHOOL BOND SALES

During the month of January, 1951, school bonds in the amount of \$59,976,560 were sold throughout the United States. The average yield as of January 26, was 1.59 per cent.

The largest bond sales were made in California, \$5,982,000; in Kansas, \$3,107,500; in Louisiana, \$4,643,000; in New York, \$5,997,000; in Ohio, \$4,381,000; in Pennsylvania, \$5,305,000.

During the same period, school funding, refunding, tax notes, and school anticipation notes were sold in the amount of \$836,000.



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den, Chicago Arena, Kansas City Auditorium, San Francisco Auditorium, and other famous institutions) is proof again of Hillyard's nation-wide reputation for service to the nation's schools. It is in keeping with the Hillyard policy of efficient Maintainer service that is always available to your school.

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Hillyard Wood Primer, Penetrating Seal No. 21 and Star Gym Finish are approved by the Maple Flooring Manufacturers' Association.

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Hillyard maintains a nation-wide staff of men trained in the best, most modern procedures of treating, cleaning, maintaining floors. There's a Hillyard Maintainer in your vicinity. Call on him. His advice is free for he will be on your staff but not your payroll. He'll show you ways to speed school clean-up, keep the entire school attractive on your budget — so that you can have floors that rate the "finest" praise for sanitation, attractiveness and investment protection.



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School Administrators

For further information on safe Hillyard Care, see your Hillyard Maintainer or write direct. There's a specialized Hillyard Product for every type of floor surface.



NEW PUBLICATIONS for School-Business EXECUTIVES

Builders of Goodwill

By S. L. Smith. Cloth, 185 pp., \$3. Tennessee Book Co., Nashville 3, Tenn.

The author, himself a builder of good will, relates the story of those fine men who for forty years (1910-1950) championed the cause of the Negro and obtained public education, public health service, and many other benefits for him. Henry H. Hill, president of the George Peabody College for Teachers, wrote the introduction. Also included is a statement by John D. Rocke-

teller, Jr., and an unpublished speech by Franklin D. Roosevelt.

The book is in a real sense the history of the state agents for Negro education sent by the great educational foundations into the Southern States. The greatest of these was the author himself who for many years in his middle life was the active power for the Rosenwald Foundation and was responsible for the erection of 5358 modern Negro school buildings in 15 Southern States.

The book is significant both for the educational history it contains and for the vast change in the attitudes of whites toward their Negro neighbors which it reflects. Through all the pages shine the bright light of S. L. Smith's vast kindness, his utter devotion to the cause of education, and his deep Christian convictions.

Problems of School Plant Planning

Compiled by Stephen J. Knezevich. Paper, 33 pp. School of Education, University of Wisconsin, Madison, Wis.

A report of the discussions of the Institute on School Buildings, held at the University of Wisconsin in August, 1950. The discussions included evaluation of school plant planning, the school site, the selection of the architect, planning and design of school structures, and cost factors in school construction.

Statistics of City School Systems, 1947-48

Compiled by Lester H. Herlihy. Paper, 85 pp., 25 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This chapter on city school systems of the Biennial Survey of Education includes classification of city schools, school attendance, length of school year, supervisory and teaching staffs, sources of revenue, expenditures for capital outlay, bonded indebtedness, adult education, and summer schools. A new feature is the inclusion of detailed data for a sample of cities of Group IV and Group V.

School Building Survey, Roselle, N. J.

Paper, 108 pp. Prepared by Messrs. Engelhardt, Engelhardt & Leggett, Consultants, New York 16, N. Y.

The study describes the past trends in enrollments, analyzes some of the factors affecting future enrollments, and presents certain predictions regarding future enrollments. Conservative anticipated enrollments suggest that shortly the elementary school capacity will be exceeded by 200 pupils, and the high school enrollment by 300 pupils. The peak elementary enrollment will be reached in 1956, as compared with the secondary enrollment which will reach its peak in 1962. The elementary buildings are defective in classrooms and play facilities. Among the common deficiencies are inadequate artificial illumination, unsuitable furniture, lack of cafeterias, and a lack of movable furniture. A long-range building program is suggested, to include modern fire-resistant structures, a student cafeteria, a large gymnasium, facilities for music and art, new facilities for business education, and additional shop facilities

Contract Bond Manual for School Districts

Paper, 20 pp. Published by the Association of School Business Officials, H. W. Anderson, secretary, Kalamazoo, Mich.

This manual aims to explain coverages available in contract bonds; it recommends procedures to follow when taking bids and awarding contracts. It discusses the need for contract bonds and outlines the procedure in such cases as default, claims by labor and materialmen, surety for settling claims, recourse against surety companies, court settlements, and performance bonds on purchase and service contracts.

School Plant Maintenance

Paper, 24 pp., 25 cents. American Assn. of School Administrators, 1201-16th St., N.W., Washington 6, D. C.

Authoritative recommendations for better upkeep and repair of school buildings from the standpoint of the professional educator.

Survival Under Atomic Attack

Paper, 31 pp. Price, 10 cents. Superintendent of Documents, Government Printing Office, Washington, D. C.

A simple booklet, discussing safety measures to be undertaken for protection against the atom bomb. It takes up blasts, flash burns, explosive radioactivity, and radiation sickness, and tells how to avoid them.



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NEW! GREATER PARKING SAFETY with 4" diameter parking lights—which can incorporate turn signals.

NEW! BETTER FORWARD VISIBILITY—hood is sloped downward so that driver sees more of the road.

Dodge now offers the safest "Job-Rated" school bus chassis in Dodge history!

Here is smoother power . . . more dependable power for your school bus route. New high-efficiency engines make these new chassis the finest performers ever to carry the Dodge name.

What's more, you get added safety, economy and dependability . . . thanks to more than 50 brand-new features.

See your Dodge dealer for the school bus chassis that's best for you . . . and your pupils, too!

New! Easier handling—Now, even sharper turning! More comfortable steering wheel angle! New, easier-operating worm-and-roller steering gears! Other easy-handling features include wide front tread, cross-steering, short wheelbase.

New! Extra-quiet brakes—Another first for Dodge! New, molded, tapered Cyclebond brake linings! They practically eliminate brake squeal. They're safer! New, smoother, more even action stops tendency to "grab"—lengthens lining life.

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MODEL FS-152
2 models—10,800 and
11,900 lbs. G.V.W. For 30
and 36 pupils.



MODEL FS-170
2 models—12,025 and
13,000 lbs. G.V.W. For 36
and 42 pupils.



MODEL GS-192, HHS-192
GS-192, 14,650 lbs. G.V.W.
HHS-192, 15,500 lbs. G.V.W.
For 48 pupils.



MODEL JS-212
2 models—16,125 and
17,000 lbs. G.V.W. For 54
pupils.



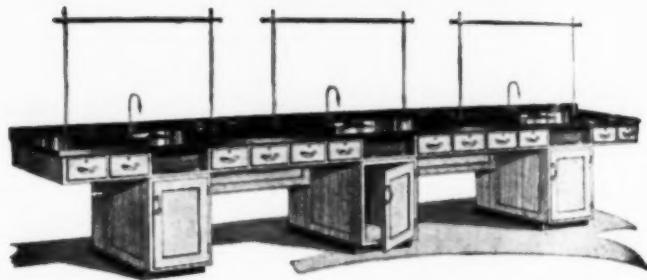
MODEL RS-229
2 models—18,075 and
19,000 lbs. G.V.W. For 60
pupils.

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CATALOG TODAY



MINNEAPOLIS TEACHERS STRIKE

Teachers in the public schools of Minneapolis, Minn., went on strike on Monday, January 29, joining the janitors who had left their work the previous Tuesday, January 23. Failure of the board of education to increase salaries in keeping with the increased cost of living was the basic cause of the work stoppage. On its part the board holds that its funds are approaching exhaustion and it is unable to pay any additional salaries. Up to January 31, the Common Council which holds the purse strings, refused further appropriations for the schools. An application of the board of education for an injunction prohibiting the janitors from striking has been denied by District Judge John A. Weeks. Some 63,000 children were affected by the strike. The teachers returned to work on February 14.

ATHENS HOLDS IN-SERVICE WORKSHOP PROGRAM

The Athens Borough Schools at Athens, Pa., regularly conduct an in-service workshop program for elementary and secondary teachers. The township teachers are also invited to participate.

The schools are dismissed at noon and the teachers have lunch together and a social hour prior to the opening of the actual workshop.

The school board underwrites the cost if the teacher does not wish college credit. The workshop, which runs from 1 to 4 p.m., nine times during the school year, is handled by professional consultants from Pennsylvania State College, with one man leading the elementary school section and another the secondary schools.

During the workshop the elementary teachers are encouraged to state their particular teaching problems. These are tabulated and summarized into four areas so that each teacher is given the opportunity to work on problems of his own interest. The secondary teachers have this year taken up self-evaluation. Next year they will give attention to evaluation of the high school. Supervising Principal Richard H. Bartholomew has been responsible for the workshops.

TEACHERS AND ADMINISTRATION

► The Provo, Utah, board of education has reversed a policy under which teachers were prohibited from taking on outside jobs to supplement their income. The board sees no possibility of increasing its funds for salaries for the current year. Some sixty teachers receive less than \$2,600 per year and quite a few of these are former G.I.'s who have two or three children and a wife to support.

► The National Education Association has backed up a campaign for higher salaries and pension rights for teachers of New York State. The Association has declared that what the teachers in New York City and the state are fighting for is in line with the NEA's objective of a \$3,200-\$8,000 salary schedule for classroom teachers.

► Uvalde, Tex. The school board has employed three consultants from the State Teachers College, to work with the teachers in an in-service education program. The teachers who have been operating a curriculum revision program since 1946, are planning a system-wide evaluation program for the spring of 1951.

NEW SICK-LEAVE RULES

The Schuylerville, N. Y., school board has approved new sick-leave regulations, prepared by a committee of teachers. Personal illness is defined as illness to the extent that the individual believes he is unable to perform his duties or that his presence will endanger the pupils and co-workers.

Sickness in the family is defined as illness of any member within the immediate family.

Upon returning to duty a statement must be signed indicating the absence date or dates for personal illness or designating the family member in the event of sickness or death in the family. Such statement will request the principal to charge such absence against the credited cumulative days without loss of pay.

Absences not considered chargeable against cumulative leave nor resulting in loss of pay are (1) visiting the state department; (2) attendance at teachers' conferences; (3) visiting other schools; (4) attendance at funerals of faculty members; (5) or other reasons when approved by the principal, superintendent, or board.

Absences which will result in loss of pay are (1) interviews for new positions; (2) appearance at court; (3) taking driver's test; (4) religious observances; (5) attendance at nonteaching or nonprofessional meetings; (6) failure to notify office of absence prior to opening of school.

The aggregate days of sickness in the family and deaths in the family will be limited to a maximum of three days a year, cumulative to nine.

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From the complete Hotpoint line of modern electric appliances the Hotpoint Automatic Electric Ranges bring you special new features that add a new interest to modern cooking. Lighted Pushbutton controls, concealed-unit ovens, charcoal-like broilers, instant-heat Calrod[®] units and thrifit cookers are but a few of the modern features that make the Hotpoint Automatic Electric Range the "stand-out" in modern cookery.

THE Hotpoint EDUCATIONAL PLAN

Hotpoint's Educational Plan provides that accredited educational institutions may purchase for instructional purposes any of the complete line of modern Hotpoint Major Home appliances at a saving of nearly $\frac{1}{2}$ the retail cost! In addition, in order that the major appliances in your school may be the very newest, Hotpoint

will indefinitely replace (at no cost to the school) any piece of Hotpoint Equipment, except cabinets, with comparable new models. This offer does not terminate at the end of 5 years but continues indefinitely. Get in touch with the Hotpoint distributor in your community and have him explain the details of Hotpoint's Educational Plan.

Most schools today recognize the fact that modern electric home appliances play an increasingly important part in bringing Better Living to Modern American Homes. Students from homes having modern electrical appliances want to learn the proper use of these appliances. It follows, naturally, that to teach them properly, your major electric appliances must be the most modern and should be equipped with the newest features. The Hotpoint Educational Plan is the solution to that problem.

Every Hotpoint Home Appliance includes the very latest advancement in appliance engineering. The use of Hotpoint Appliances in your home economics laboratory assures your teachers and students of having only the most modern appliances with which to teach and learn. Investigate the Hotpoint Educational plan and see how easy and how economical it is to have the finest—forever.

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BRITEN-ALL is economical, because it is concentrated; only a few ounces added to a pail of water are necessary.

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VESTA-GLOSS
A scientifically balanced waterproof heavy duty floor finish that dries to a bright uniform lustre without polishing. Use it in cooperation with BRITEN-ALL to protect your floor investment.

VESTAL INC.
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PERSONAL NEWS

- SUPT. IRA GEORGE, of O'Neill, Neb., has announced his resignation, to take effect at the close of the school year.
- HOMER C. KELLEY has been elected superintendent of schools at Fairbury, Neb. Now in his second year as an instructor in the Junior college, Mr. Kelley will become president when he takes the superintendency.
- SUPT. C. M. SHENK, of Halstead, Kans., has been re-elected for another term.
- J. H. McDONALD, of La Junta, Colo., has been elected chairman of the new State Board

of Education. Mrs. ANNA C. PETTEYS, Brush, was named vice-chairman. The board consists of five members. Two members were elected for two-year terms, two for four-year terms, and one for a six-year term.

- JOHN F. PATTERSON, president of the school board at Longmont, Colo., died on January 10, after a short illness.
- G. S. LOWREY has been elected president of the board at Woodward, Okla.
- ARTHUR R. NESTOSS has been appointed Deputy State Superintendent of Public Instruction for North Dakota. He succeeds M. F. Peterson, who has become State Superintendent.
- SUPT. KEITH JACOB, of Homedale, Idaho, has been re-elected for a three-year term.
- SUPT. C. W. MARTIN of Cicero, Ill., has been re-elected for a new three-year term, beginning July 1, 1951.

► HARRY M. TALBOT, of Marshfield, Mo., has been elected superintendent of schools at DeSoto, to succeed the late Ralph Poole.

► LEONARD SCHULZ has been elected president of the Beaverhead county high school board at Dillon, Mont.

► The Ansonia, Conn., board of education has re-elected DR. FRANK ALU as president for his fourteenth consecutive term; DR. DAVID S. LEOINE has been re-elected vice-president; and PATRICK J. COOK, secretary.

ADMINISTRATOR RELATIONSHIPS

(Concluded from page 29)

Maintenance of Buildings

As in many other matters connected with schools, building maintenance was at first a matter involving individual board members, later a matter of concern for board committees, and finally the responsibility of professional personnel. There was some recognition, even in the earliest years, of the superintendent's right to recommend regarding maintenance, even though the planning and supervision of maintenance was not usually considered to be his responsibility. Periodic inspection of buildings by the board, sometimes in company with the superintendent but more often not, was the basis for the annual maintenance program. There is no evidence that definite jobs were scheduled to be done and definite sums allowed for them prior to 1928 when Eugene made its major change in the administration of its schools. Even in this year, however, maintenance and building management were still enough of a board function that the board took formal action inviting the superintendent to accompany the directors on their annual inspection.³⁰ Later in the same year a superintendent of maintenance was employed and made directly responsible to the superintendent of schools.³¹

Custodial Care of Buildings

The manner in which custodians or janitors are selected, trained, and supervised appears to be a very important factor in the successful care of school buildings. Throughout the period covered by this study, the school board retained close control over the election of janitors, their annual re-election being a board function until 1942.³² Toward the close of the period selection of custodians was delegated to the superintendent as was the supervision of their work. Rapid turnover and the difficulty of holding school custodial workers in competition with war industries probably contributed to the board's discontinuance of formal election in 1942 although there is evidence to indicate that the board was willing to leave this responsibility to the superintendent and his staff some years before it finally discontinued annual re-elections.

³⁰Minutes, July 9, 1928.

³¹Ibid., September 24, 1928.

³²Ibid., October 12, 1942.



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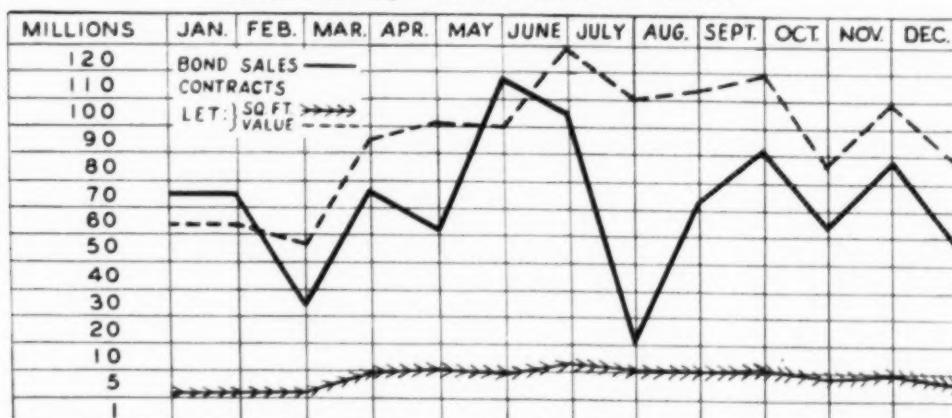


SCHOOL BUILDING CONSTRUCTION

During the month of January, 1951, Dodge reported contracts let for 396 educational buildings in 37 states east of the Rocky Mountains. The cost was \$84,548,000.

During the month of January, 1951, contracts were let in eleven states west of the Rocky Mountains for four school buildings to cost \$501,500. Twelve additional projects were reported in preliminary stages to cost \$13,058,000.

School Building Construction Record for 1950.



URGE SIMPLIFIED BUILDING CONSTRUCTION

A committee of the Engineering Society of Detroit has recommended to the Detroit board of education the simplification of certain constructional details in new buildings as a means of economizing in first costs. The committee urged among other items the writing of specifications so that the products of more than one firm can be used. Specifically, the committee urged that glazed tile be used in place of marble stair railings, that terra replace face brick in certain areas, that smooth concrete finish be avoided, etc. The committee found the plumbing and sanitary installations to be lowest in cost of a number of cities which were surveyed. In general, the total Detroit building costs were found not to be out of line with other cities.

ROCK HILL COMPLETES SURVEY OF SCHOOL PLANT

A survey of the school buildings in Rock Hill, S. C., completed in recent months by Architect G. Thomas Harmon of Columbia, S. C., includes recommendations for new buildings, additions, and the improvement of old buildings by the installation of new lighting and heating systems.

Among the projects listed as urgently needed are (1) a cafeteria and library addition for the white high school, (2) a vocational wing for the high school, (3) a cafeteria for the grammar school, (4) a cafeteria and 4 classrooms for the north side grammar school, (5) a new primary school in a new suburban area.

The board has let contracts for a Colored high school, an addition to one of the Colored grammar schools, a cafeteria addition for the West End Grammar School, a cafeteria addition for the white Arcade-Victoria Grammar School, and a cafeteria and ten classrooms for the Richmond Drive Grammar School. All of these projects will be completed at a total cost of \$700,000.

The rewiring and relighting of old buildings have been completed, at a cost of \$70,000. The installation of stokers and new heating plants has been completed, at a cost of \$10,000.

► At Waterloo, N. Y., the voters have approved the establishment of a Central School. A new building program has been launched, providing for the construction of a new elementary school to be completed and occupied in September, 1951. A second building will be erected with prospects for its completion in September, 1951.



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Audible "humming" from a fluorescent ballast is highly annoying . . . yet some people believe this noise is an unavoidable part of fluorescent lighting.

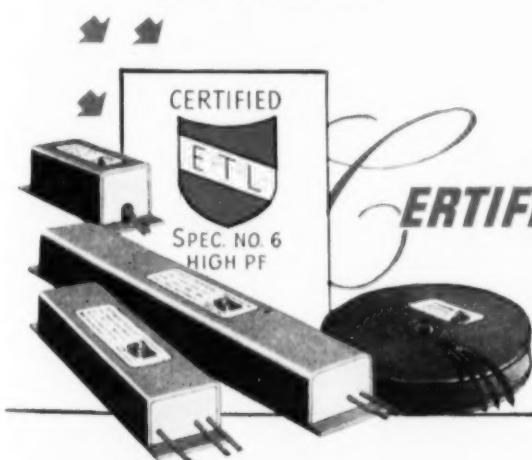
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A CONSOLIDATED SCHOOL

(Concluded from page 51)

It was two years ago when the board made this decision and at that time the members were hopeful that it would be the correct decision.

The multipurpose room is a modern structure with thermostatically controlled heat, insulated ceiling, pastel color walls, blond wood-work, steel sash windows with baffle plates, and master-pave covering on the floor. One half of the room is marked off for gymnasium use and the other half is used for the dining room.

The tables and stools on the dining room side do not require moving for daily school

purposes. The kitchen and the serving counter are adjacent to the multipurpose room. The space allotted to the dining part of the multipurpose room has proved adequate for an enrollment of over 1000 students. On Wednesday before Thanksgiving we served 672 complete Thanksgiving dinners in one and one-half hours. On special occasions it is possible for the entire area to be used for dances, banquets, parties, or other large group activities.

The gymnasium half of the room is used every period of the day for music, rhythmic, dramatics, meetings, and physical education. After school hours the junior high school utilizes the gymnasium for basketball, and in the evening the school and community groups

have meetings, dances, parties, and banquets.

To date the multipurpose room has proved to be an extremely functional part of our school plant. The administration and the board of education are gratified that they made the decision to construct a multipurpose room in Sequim and feel that in the future the decision will further be justified.

COALINGA SUNSET CAFETERIA BUILDING

(Concluded from page 32)

4. "Be it ever so humble,
There is no place like home."
5. A bright table cloth, a few flowers (imitation, if necessary), bright colored paper napkins, and many other items, help to create "atmosphere," and make meal times a special occasion.
6. Serve as many as possible of the following essential foods every day. They build strong and robust bodies.
 - a) Meat, cheese, and egg
 - b) Green vegetables and yellow vegetables
 - c) Fresh, frozen, or canned fruits
 - d) Milk
7. Set a good example in eating before children. Don't be fussy. It is a leftover trait of childhood.
8. Avoid "sweets," except on occasion. There is evidence that excessive sugar causes tooth decay. It also "spoils" the appetite for essential foods.

We have also found these suggestions to be an excellent guide for our own school lunch program.

SCHOOL SHOP PROJECTS FOR SCHOOL USE ONLY

The Philadelphia, Pa., board of education is cracking down on what Secretary and Business Manager Add Anderson calls a "very questionable practice"—the use of school shops to build equipment intended for private use by a school administrative officer.

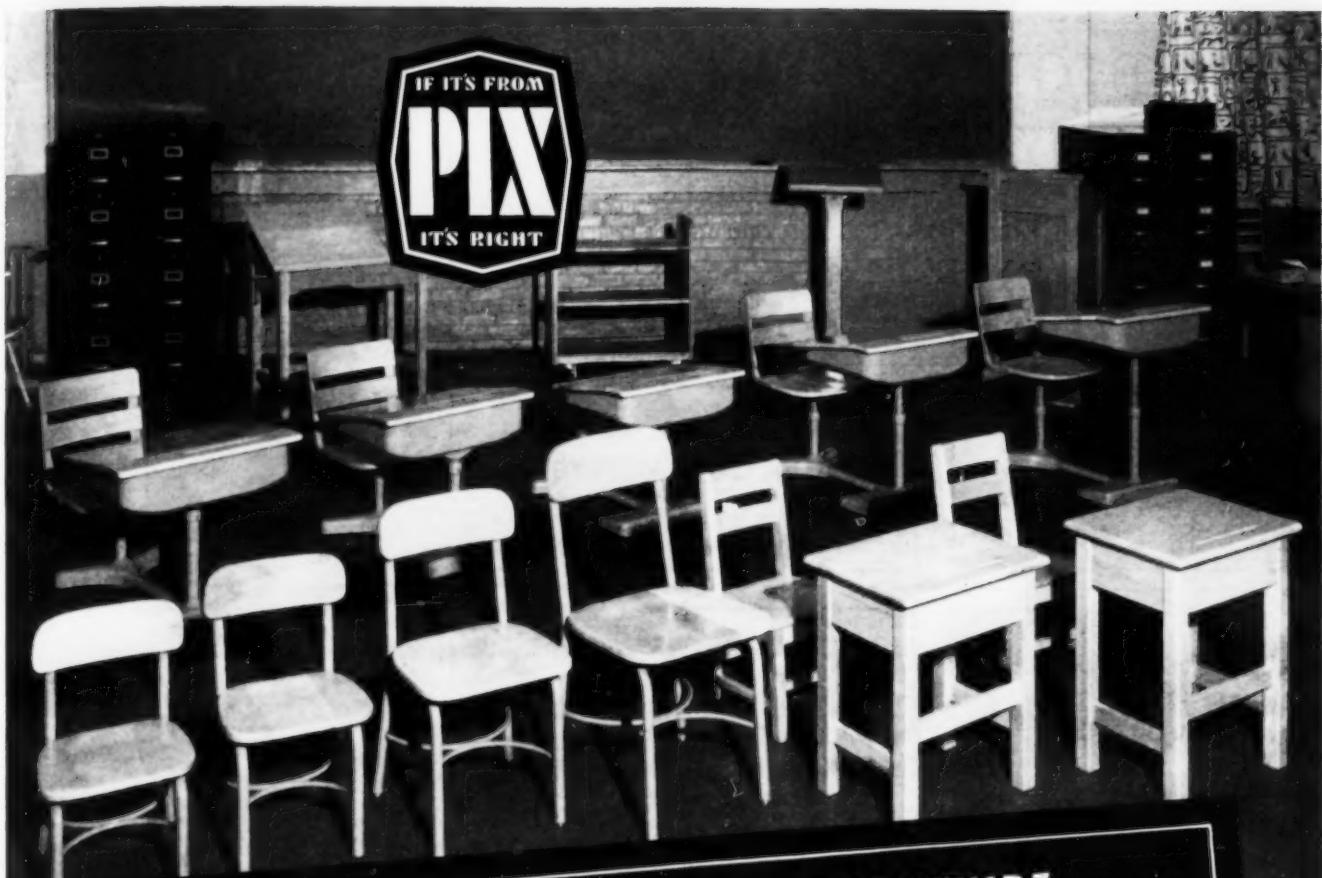
The order banning the custom was issued by Superintendent of Schools Louis Hoyer after a Philadelphia newspaper told of a tipster's report that the principal of a vocational school was having a freezing unit made.

Mr. Hoyer checked with the principal and reported that the principal said he could prove that he had bought the materials himself and that the project would afford a good exercise in an unusual job to help the class. Mr. Hoyer said that he presumed that after the unit was completed the principal purposed to use it in his home.

The superintendent held that it may be that the project gave the class a good workout but that the freezer will never leave the school. He then issued orders that no administrative school officer can use the school facilities in this way.

COMMUNIST TEACHERS DISMISSED

After a trial which was begun in May, 1950, eight teachers of the city public schools have been dismissed by the New York City board of education for refusing to tell whether they are members of the communist party. The dismissal, which was accompanied by heckling, abuse, and a loud demonstration on the part of known Communists and sympathizers, was made by unanimous vote of the board. Another chapter in the long battle between the communist dominated Teachers' Union and the board has been concluded. Legal steps, it is expected, will be taken for the teachers.



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SCHOOL BUILDING NEWS

► The Housing and Home Finance Agency, in Washington has approved an advance of \$5,160 for a grade school building in DeSoto, Kans., to cost \$139,000; a grant of \$23,180 for a senior high school building in Cocolamus, Pa., to cost \$642,755; and a grant of \$14,700 for a high school in Hyndman, Pa., to cost \$463,080.

► Upon recommendation of Supt. Frank L. Burton, the New Castle, Pa., school board has employed a firm of architects to make a survey of the school system to determine: (1) what remodeling should be done to old school buildings to make them acceptable for a modern school program and to eliminate hazards and unsatisfactory conditions generally; (2) what buildings should be replaced; (3) what new buildings should be erected and what sites purchased for them. The financial problems involved in a building program are to be a part of the study.

► Missoula, Mont. The board of education has begun the construction of three new elementary school buildings and an annex for grades one through eight. The buildings which will shortly be occupied, were erected at a cost of \$10 per square foot. The buildings which cost a total of \$1,050,000 will accommodate 1300 children who have been attending half-day sessions.

► The Clinton, Iowa, school board has ordered that principals of schools report promptly all illegal entries into school buildings so that the action may be taken against intruders through the police department. The board, as a policy, will require that any damages be paid, but prosecution will depend upon circumstances in each case.

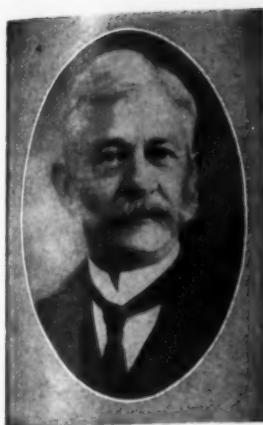
► Yankton, S. Dak. The school board has accepted a comprehensive insurance survey report recommending 90 per cent coinsurance on \$898,200 evaluation of the school plant and \$100,000 on the content.

► The Oakmont, Pa., board of education has allocated approximately \$10,000 for a new physics and chemistry laboratory for the senior high school. New administrative offices were built in the senior high school in August, 1950, for the principal, his secretary, and the guidance counselor. They are spacious and beautifully furnished. The board has supplied two classrooms with new movable desks as part of a long-range plan to replace desks in the high school.

► A survey of the Eldorado, Kans., school plant has been made by Dr. H. H. Linn and Dr. Willard McCormick, of the Institute of Field Studies, Teachers College, Columbia University.

► Houston, Tex. Supt. W. E. Moreland has issued a statement that in view of the increased enrollment there will be needed about 33 new school buildings within the next five-year period. The proposed buildings come under the heading of "urgent" needs and will cost an estimated 25 to 30 million dollars. The funds would be derived from a proposed bond issue. Dr. Moreland's statement is based on the recent Otto-Umstated survey of the schools in which it was pointed out that between 1940 and 1950 the city-wide enrollment would be increased by 27,888 pupils, or a 35.52 per cent increase. This rate of increase is predicted will continue.

► Maryland schools are in need of new schoolhouses estimated to cost \$127,351,350 during the years 1951-55. State Superintendent Thomas G. Pullen declared in a report to the State Legislature that the two great needs of the schools are higher salaries to insure the retention of teaching staffs and enlarged funds for school building construction.



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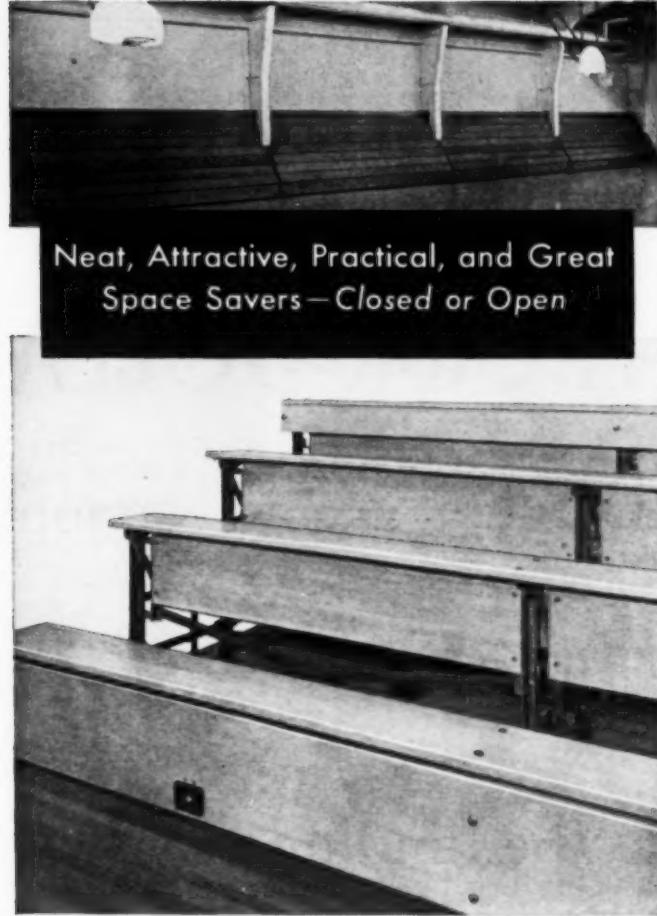
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SCHOOL BOARD JOURNAL for MARCH, 1951

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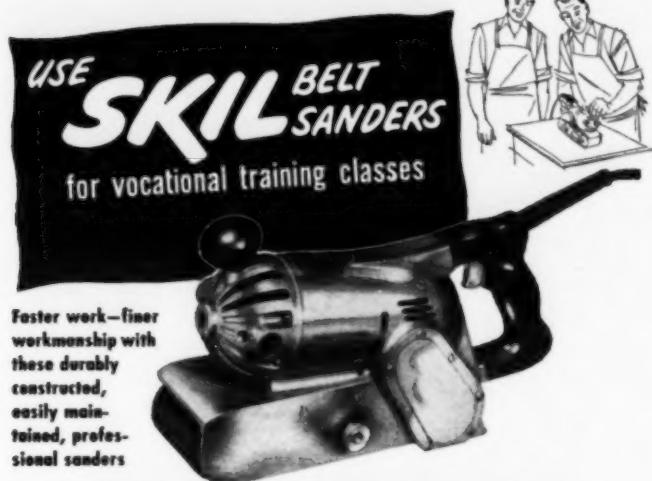
Test #5: Soak your sample overnight in vinegar. Does it effervesce? Can you scrape off soft, spongy material with a nail file or finger nail?

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Job-proved for producing perfectly smooth finish on all materials... wood, metal and composition. Fast production. Finer workmanship. Comfortable handling. Easiest control. Serves dual school purpose: in vocational

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Your students deserve the tools professionals use

SKIL products are made only by
SKILSAW, INC.
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PORTABLE TOOLS

INDUSTRIAL ARTS and VOCATIONAL EDUCATION

A professional source of information and guidance
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Covers the fields of industrial arts and vocational education. Editorial purpose is directed toward higher standards through more efficient and effective shop teaching. Its sound and constructive professional discussions and useful tests and teaching material make the magazine of particular interest and value to all school-shop instructors, supervisors, administrators, and teacher trainers.

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Foot On—OPEN!

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This is a foot-operated Hydrant. The hands are ever free for other things. Forgetful employees or careless children can not go away and leave this hydrant on and waste water.

This Hydrant also is non-freezing. Designed and manufactured, like all MURDOCK products, to give YEARS of practically trouble-free service.

Would you like to know more about this Hydrant?

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MURDOCK
OUTDOOR DRINKING FOUNTAINS — HYDRANTS — STREET WASHERS

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CLEAN ETCH, HIGH DETAIL RENDITION
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SCHOOL BOARD JOURNAL for MARCH, 1951

ACCURATE
EASY TO INSTALL
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Montgomery PROGRAM TIMERS

ENCOURAGE STUDENT DISCIPLINE

Save administrative time — ring bells, or other signals, automatically.

One or two circuits. Controls any number of signals. Set program schedules easily without tools. Trouble-free, self-starting, Synchronous SYNCHRON Motor. Choice of 12 or 24 hour program discs. Automatic calendar switch — silences signals nights and weekends, as desired. Manual signal operation possible without affecting pre-set schedule.

Costs less than a typewriter! Available through the better School Supplies Distributors, or write Factory for literature.

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OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

QUICKLY FOLDS
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Mitchell
FOLD-O-LEG
tables

MORE seating capacity
MORE leg comfort
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MORE for your money

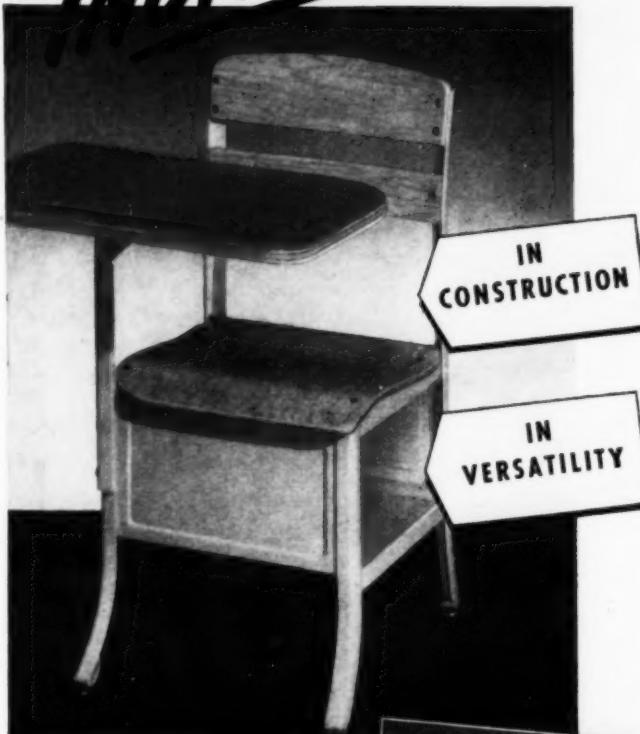
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fraternal buildings.
Convert any room
into a banquet or
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Clear it in minutes.

Send for folder with complete specifications.

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THE STRONGEST, HANDIEST FOLDING TABLE MADE!

RUGGED INDIVIDUALIST!



THE **NORCOR** DE LUXE DESK



Here, in this outstanding desk-chair, is the strength and rigidity you require for long, dependable, economical service . . . the easy movability you want, to comply with the trend toward informal, flexible classrooms. Before you buy, examine carefully all the features that have made the Norcor De Luxe Desk the "standard by which others are judged."

- ★ ANGLE STEEL CONSTRUCTION —STURDY AS A SKYSCRAPER
- ★ ADJUSTABLE TOP
- ★ EXCLUSIVE NORCOR DOUBLE TOP SUPPORT
- ★ COMFORT-CURVED, POSTURE-CORRECT PLYWOOD SEAT AND BACK RAILS
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5 PUPIL-PROPORTIONED MODELS

—not the usual 3—provide comfortable, correct seating for every student, kindergarten through college.

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The NORCOR Line
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NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN

NOW color

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PURE-DUSTLESS **HYGA-COLOR**

Now you can increase the effectiveness of your chalkboard through color, without sacrificing the famous dustless, easy writing, easy erasing qualities of Hygieia Dustless white chalk.

A pure levigated chalk, free from any grit, flint, or greasy binder, HYGA-COLOR is readily adaptable to every subject taught in schools.

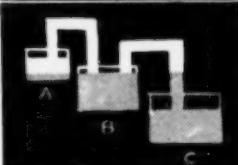
**ADDS NEW
INTEREST**
to geography
lessons.



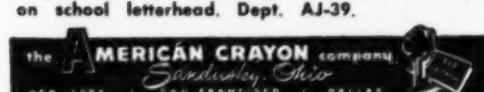
CLARIFIES
the teaching
of mathematics.

$$2+2=4$$

$$2 \times 4=8$$



Discover how HYGA-COLOR can broaden the scope of your chalkboard teaching. Send for FREE sample on school letterhead. Dept. AJ-39.



HIDDEN TREASURE

(Concluded from page 27)

of the 412 Chicago public schools. This is emphasized in a statement on the subject made by Chief Engineer Thomas J. Brett who says: "If the pupils and students continue to work with the Committee on Conservation of School and Municipal Property and maintain the fine record, it will be possible to build at least one new school house every year or furnish four to five new fully-equipped playgrounds every year for the use of the pupils and students — a goal worth striving for."

When Herold C. Hunt took over as general superintendent of schools in Chicago in 1947, he co-operated fully with the conservation committee. When Chairman Bachrach retired as head of the committee, Dr. Hunt inherited its supervision. He continues as ex-officio head but has appointed Dr. Don C. Rogers, assistant superintendent in charge of elementary education, as chairman and Robert Kirschken as secretary.

Recently, at the meeting of the committee, Dr. Hunt presented certificates of appreciation to student representatives of 15 schools with exceptionally good 1950 records. Each school selected one from the student council to have the honor of receiving the merit. At the same meeting, 163 winning schools received orders for school library books aggregating \$22,355.

Educational dollars are extremely hard to get and school executives the nation over are confronted each 12 months with the problem of receiving enough revenue to meet the school budgets for public school education.

Educating the child who receives the benefits of public school education on what it costs him, measured in terms of loss of facilities and costs to parents through window breakage, vandalism, defacing of public property and destruction of books, lights, playground facilities and equipment, has so far proved very effective in Chicago. If emulated in every school system in the nation, the Chicago plan will certainly salvage some of the hidden treasure now buried on the grounds of every schoolhouse.

SCHOOL LUNCH PROGRAM

(Concluded from page 24)

hands of a well-trained person. This person must have a basic knowledge of nutrition; she must have institutional ability to plan, organize, purchase, and direct the preparation and serving of quality foods. In addition, she must understand the techniques of teaching and of promotional psychology. It is her duty to serve the best food, to keep the balance sheet out of the red, to promote the growth of the school lunch, to integrate the lunchroom into the community activities, and to make the lunchroom the hub around which lessons related to health, food problems, and lunchroom management revolve. This manager does not exploit pupils to cut operating costs to an acceptable level; she

considers the paid work of pupils as vocational experience of educational value. In a school of any size, the management of the cafeteria is a highly specialized, full-time job and one which deserves all the honor and prestige due any other departmental director within the school curriculum.

In this plan the only difficulty is to find the person, so qualified, who is willing to work for the wages which schools offer. Unfortunately, students of institutional management are in demand far exceeding their numbers. Industry and private enterprise offer large salaries to which many are attracted. State colleges and teacher training institutions need give much more thought to training such people if the supply is to equal the demand. In lieu of such a candidate in a local community it is best to find someone well trained in home economics and to give her ample time to develop the lunch program into its fuller meaning. This cannot be done during a daily hour taken out of a full-time teaching job. Even in the smaller schools the cafeteria supplies enough problems and technical demands to keep one busy during all the working hours in the school day and much later into the evening.

SECURITY FOR ADMINISTRATORS

(Concluded from page 30)

progress. This should be remembered by those educators who are prone to criticize one of their number who has chosen to "remain and fight."

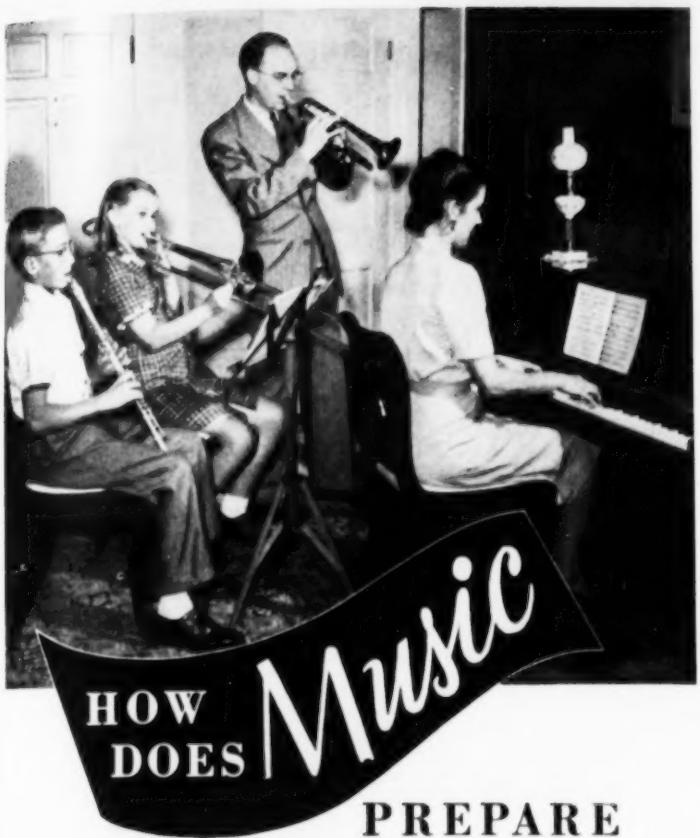
The same conditions which hold for superintendents largely relate to the security of principals. It is impossible to cover the various phases of this problem in a short paper. The point that all interested parties need to keep in mind is that we live in an era of conflict in the social realm and on the international front. Thus, what is heralded simply as an attack on a school superintendent frequently represents a nefarious and concerted drive by vicious and organized forces upon the public schools themselves, and all for which they stand in American life.

PERSONAL NEWS

► SUPT. J. B. HEFFELINGER of Newton, Kans., has announced his retirement at the end of his fourteenth two-year term. The board has elected H. W. SCOTT, at present associate principal of the high school, to succeed Mr. Heffelfinger in August, 1951.

► DR. FRED HEINOLD has been elected president of the Cincinnati, Ohio, school board for his eleventh term. EDWIN G. BECKER was renamed as vice-president.

► E. T. HANSEN, of Ames, Neb., has been elected vice-president of the Nebraska State School Board Association. ARTHUR CRABTREE, of McCook, was named president.



**PREPARE
for Worthy Home
Membership?**

These days of crisis in national and international life make strong, unified homes more important than ever before. When the family group is happy and congenial, each member is a better citizen . . . more friendly, more likable, and better able to get along with others . . . in school, and in the community and the nation.

No other single subject is better suited than music to prepare students for worthy home membership. School administrators can contribute to the happiness of individuals and the strength and stability of the home, in this and future generations, by encouraging students—in all grades—to participate in music.

Worthy of your time and consideration is the 12-page booklet, "Music, and the Basic Objectives of Education." The coupon, below, or a post card request will bring it to you free and without obligation. Send today.



**PAN-AMERICAN
BAND INSTRUMENTS**
Dept. 366, Pan-American Building
Elkhart, Indiana

Gentlemen: Please send me, free of charge, a copy of the new booklet, "Music, and the Basic Objectives of Education."

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School _____
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ADJUSTABLE TO SUIT ALL STUDENTS!



- **ADJUSTABLE
FOR HEIGHT OF BOOKBOX**
- **ADJUSTABLE
FOR HEIGHT OF CHAIR**
- **ADJUSTABLE
FOR DISTANCE BETWEEN
BOOKBOX and CHAIR**
- **SELF LEVELING DEVICE**
— a unique feature that positively eliminates rocking or jiggling occasioned by unevenness of floors.
- **SWIVEL SEAT with ADJUSTABLE TENSION
POSTURIZED FOR CORRECT SITTING**

These and many other outstanding structural features combine to make the IRWIN No. 254 Movable Desk the finest of products in this category. Get the facts before buying any school desks. Catalog of complete line on request.



**Irwin Seating
COMPANY**
GRAND RAPIDS, MICHIGAN



NEW SUPPLIES AND EQUIPMENT



SCHOOL SUPPLIES BUSINESS GROWS

Educational growth, from the standpoint of both enrollment and broadened services, is reflected in the school supplies business, which according to the U. S. Department of Commerce grew threefold in dollar volume from 1939 to 1949.

Distributors of school supplies operated 252 places of business in the United States in 1948, with total sales for that year amounting to 66 million dollars, or an average of \$260,000 per house. Corresponding figures for 1939, when the previous Census of Business was taken, were 138 establishments, 22 million dollars, and \$161,000 respectively.

The states recording the largest dollar volume for the trade during 1948 were New York, Massachusetts, Illinois, Arizona, New Jersey, and Washington, in the order named. Together, these six states contributed 45 per cent to the national total.

School supply houses provided employment for 2468 persons in mid-November, 1948. The payroll for the year amounted to 8 million dollars.

Operating expenses, including pay roll but not withdrawals for compensation of proprietor owners nor cost of goods sold, amounted to 19.8 per cent of sales, compared with 24.8 per cent recorded in 1939. Pay roll, when related to sales, declined from 12.7 per cent in 1939 to 11.9 per cent in 1948.

Stocks on hand at end of 1948 were valued (at cost) at 9.6 million dollars, or 14.6 per cent of sales.

SCIENCE LABORATORIES TO BE STUDIED

Suggestions for ideal layouts for high school science laboratories are to be worked out by the National Science Teachers' Association, under the direction of a special committee headed by Philip G. Johnson, of the U. S. Office of Education. The study and the editing of the projected bulletin on the subject are to be directed by Prof. John S. Richardson, of Ohio State University.

Manufacturers of science equipment and apparatus are supporting the study to the extent of \$4,500.

AMERICAN CRAYON ISSUES "HOW-TO-DO" BOOKLET

The American Crayon Company has issued its latest "how-to-do" booklet entitled, "Decorate With Dek-All," which includes examples of many diversified uses of Dek-All, a versatile color medium for the hand decoration of glass, china, pottery, and metals. The process is easy and only a few minutes are needed to "set" the colors.

Gathered from widely scattered areas over the country, the booklet brings between two covers, a variety of colorful articles, for practical use as well as pleasurable to the eye. With a series of easy directions these articles may be produced by people of varying talents and with little skill or experience. The booklet will be of interest to teachers, students, and homecrafters in schools and colleges.

Complete information can be obtained by writing to The American Crayon Co., Sandusky, Ohio.

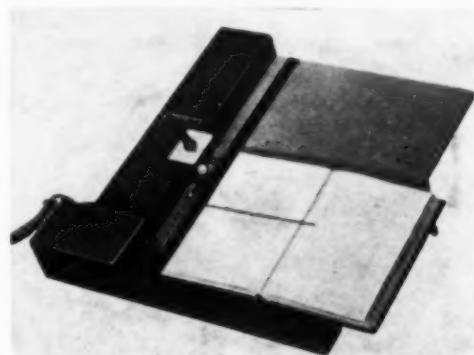
REMINGTON RAND ISSUES TWO NEW BOOKLETS

Remington Rand, Inc., has announced a 28-page catalog under the title of "Suiap," which describes the "Simplified Unit Invoice Accounting Plan" for handling of accounts receivable, and another booklet entitled "Figure-Fact Atomic Age Accounting," giving figure facts on pay roll, cost, production, sales reports, inventory, and other services produced automatically and at very low costs with Remington Rand punched-card accounting machines.

Complete information and prices may be obtained by writing to Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.

ANNOUNCE KEYSTONE READING PACER

The Keystone View Company has announced the Keystone Reading Pacer for developing good reading skills.



Keystone Reading Pacer

The Pacer is so constructed that books of any size, the largest magazines, and similar reading material may be used. A thin rod travels down the page as a pacer in contrast to the usual type of reading accelerator. The device is intended for use only with students who are fairly well equipped with basic reading skills.

For complete information write to the Keystone View Co., at Meadville, Pa.

MAPLE FLOORING GRADING STANDARDS

The Maple Flooring Manufacturers Association has announced its decision to maintain the grading standards already set up for the guidance of customers. The Association will not relax any of its standards, even in an emergency, and it has announced its intention to maintain its guarantee of grades.

The Association has announced that it will finance a long-range program of research in order to study the behavior of hardwood flooring after it has been laid for a time. The program also includes the preparation of information on allowances for shrinking and swelling in flooring and the stabilization of flooring during kiln-drying procedure.

Complete information can be obtained by writing to the Maple Flooring Manufacturers' Association at 35 East Wacker Drive, Chicago 1, Ill.

WESTINGHOUSE ISSUES BOOKLET ON SCIENCE TEACHING

A 16-page, multicolored, comic-type booklet entitled, "How Does It Work?" has been issued by the Westinghouse Electric Corporation. The booklet, prepared for use as a teaching aid in science and social science classes in junior and senior high schools, is intended to help students grasp the textbook theory by seeing how scientific principles are put to use.

The booklet is divided into seven sections, each of which includes questions and plans for building simple equipment. There are plans for building a toy jet automobile, a "fox-hole" radio, a paper clip electric motor, and an electric transformer made of nails.

Teachers may obtain a copy of the booklet, B-5255, by writing to the School Service Department, Westinghouse Electric Corp., 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa.

HUNTINGTON WET-DRY VACUUM CLEANER

Huntington Laboratories, Inc., have announced a new Model 95 wet-dry vacuum cleaner, which has the advantages of portability, low-cost operation, and noiseless operation. This machine which succeeds the Model 90 unit, weighs only 30 pounds, has extremely low power requirements, is easily maneuverable, and operates on 0-60 cycles with a 5/7 h.p. motor. Rubber gaskets on the dust bag and water pan eliminate air leakage.



Model 95 Huntington Vacuum Cleaner

The equipment includes a 10-ft. flexible hose, steel floor cleaning wand, floor tool, air filter bag, and 35 ft. pull-out proof rubber cord plug set. For wet cleaning, the machine includes a water pickup pan and floor squeegee tool. The machine has a capacity of 1½ bushels or 9½ gallons.

For information write to the Huntington Laboratories, Inc., at Huntington, Ind.

ROBERT C. PREBLE ELECTED

Robert C. Preble, of Chicago, has been elected president of Encyclopedia Britannica. Mr. Preble, who has been executive vice-president since November, 1949, and treasurer since October, 1950, succeeds Harry Houghton who resigned.

NEW, IMPROVED SANI-DRI ELECTRIC HAND DRYERS

The Chicago Hardware Company has issued a 4-page brochure, describing and illustrating its improved, high-speed drying features of the Sani-Dri electric hand and hair dryers.

The folder, fully illustrated, shows the complete line of hand and hair dryers, including a high-speed semirecessed wall model with instant-starting pushbutton switch, an improved pedestal model, and a fast-drying portable hand and hair dryer. Among the new features are a new, smaller oval nozzle for quick drying; a simplified ball-bearing motor for eliminating maintenance expense and oiling.

A copy of the folder may be obtained by writing to the *Chicago Hardware Foundry Co., North Chicago, Ill.*

RCA ANNOUNCES IMPROVED SOUND PROJECTORS

A redesigned 1951 model of the RCA "400" junior 16mm. sound motion picture projector is announced by the RCA engineering products department. The new projector is smaller, easier to operate and is 10 pounds lighter than the 1950 model.



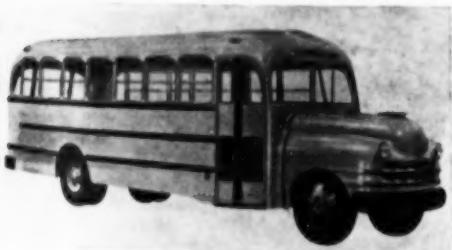
1951 RCA "400" Projector

Among the new features are a simple-shuttle, intermittent control, an improved "theatrical type" framing mechanism, and an all a.c. motor drive for eliminating sparking contacts caused by governor control of universal type motors.

Complete information is available by writing to *RCA Victor, Camden, N. J.*

NEW SUPERIOR BUS

The Superior Coach Corporation has announced a new line of Pioneer master custom buses, described as the safest and most beautiful bus ever designed by the firm. Revolutionary "trip-l-safe" construction, advanced new styling, and many



The 1951 Superior Bus

Custom-built refinements make the Pioneer line a fine choice for school officials who want a truly deluxe school coach for children.

For complete information write to the *Superior Coach Corporation at Lima, Ohio.*

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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31 American Radiator & Standard Sanitary Corp.....	10	336 Monroe Company, The.....	89
32 American Seating Company.....	2nd cover	337 Monroe Calculating Machine Co.....	63
33 Bargen-Built Industries.....	73	338 Montgomery Manufacturing Company..	91
34 Beseler Company, Chas.....	55	339 Murdock Mfg. & Supply Co.....	90
35 Bethlehem Steel Company.....	4	340 National Association of Teacher Agencies	68
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38 Butler Manufacturing Company.....	18	343 Nesbitt, Inc., John J.....	4th cover
39 Certified Equipment Mfgs.....	83	344 Norcor Mfg. Company, Inc.....	91
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333 Mengel Company, The.....	9	368 Weber Costello Company.....	62
334 Minneapolis-Honeywell Regulator Co.....	3rd cover		

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE-MILWAUKEE.

THE AMERICAN SCHOOL BOARD JOURNAL

1951

400 North Broadway, Milwaukee 1, Wis.

Please send information offered in the advertisements we have encircled

30	31	32	33	34	35	36	37	38	39	310	311
312	313	314	315	316	317	318	319	320	321	322	323
324	325	326	327	328	329	330	331	332	333	334	335
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360	361	362	363	364	365	366	367	368			

Also information on.....

Name Please Print

Title School

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TRIP-L-SAFE

school coaches for your children...



SUPERIOR PIONEERS present a new high in school bus safety with 3 major "safety firsts"

Just 20 years ago Superior opened a new era in school bus safety by introducing the first "All-Steel" coach. Now three new major achievements make Superior Pioneer School Coaches TRIP-L-SAFE for your children.

First advancement is the new Super-Guard Frame, engineered for extra strength at all points, especially the critical areas. Second is Safe-T-Shield Panelling which uses larger steel panels and latest safety-engineering principles to provide maximum shielding for passengers. Third is the Unibilt Body that makes these Pioneers the first school coaches completely integrated for maximum resistance to impact and torsion. And Superior has not stopped

with these innovations. Here, for the first time, are fully streamlined school buses, smoothly rounded contours having replaced all squared corners and sharp angles. They are bigger — more length, width, and headroom. Interiors feature advanced new styling and comfort. Greater visibility all around . . . new all-over lighting . . . faster all-windshield de-fogging, de-icing . . . the list goes on and on. Contact your Superior Distributor or use coupon to send for colorful 12-page Pioneer Catalog now.

I would like to know more about the Pioneers

- Please send colorful free 12-page catalog with complete information on new 1951 Superior Pioneer Custom and Master Custom models.
 Have a Superior Representative contact me to arrange for a demonstration, with the understanding there is no obligation on my part.

NAME _____ TITLE _____

SCHOOL _____

ADDRESS _____

PHONE NO. _____

CITY _____

COUNTY _____

STATE _____

Mail this coupon to

SUPERIOR COACH CORPORATION, 10 Kibby Rd., Lima, Ohio



Will Your New School Make Students Brighter?

Of course, no school building can increase a child's basic intelligence.

But, through better physical environment, you can better students' alertness, initiative and interest—can even help them raise their grades.

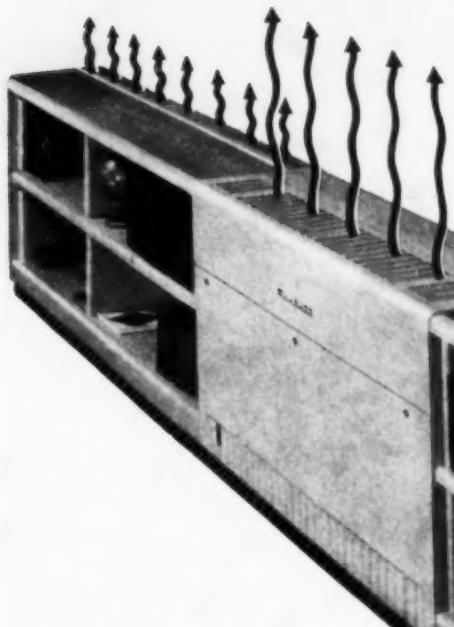
For example, the great majority of children show marked improvement when moved from stuffy, overheated surroundings to classrooms in which level temperatures, adequate fresh air and proper humidity are constantly provided.

Knowing this, more and more educators are choosing Honeywell automatic controls for their new schools. Honeywell equipment has been proved

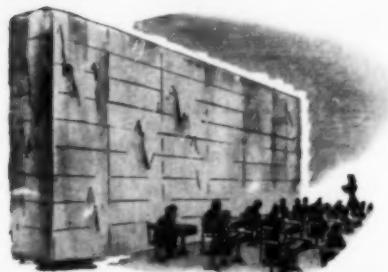
more accurate, more dependable. Honeywell controls are simpler, too—consistently cost less to maintain. And Honeywell has the largest, most widespread staff of service experts in the industry.

You owe it to your students *and* your budget to get all the facts and figures about Honeywell controls for *your* new school. It's easy to do. Simply call your local Honeywell office. Or write Honeywell, Minneapolis 8, Minnesota. Why not do it today!

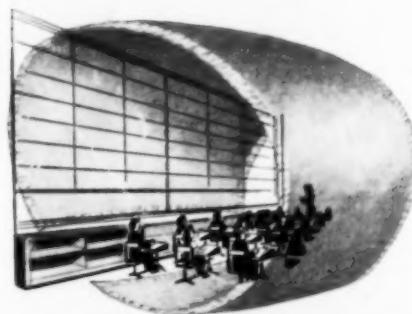
MINNEAPOLIS
Honeywell
First in Controls



**An Extra
Thermal Blanket
WHERE NEEDED**

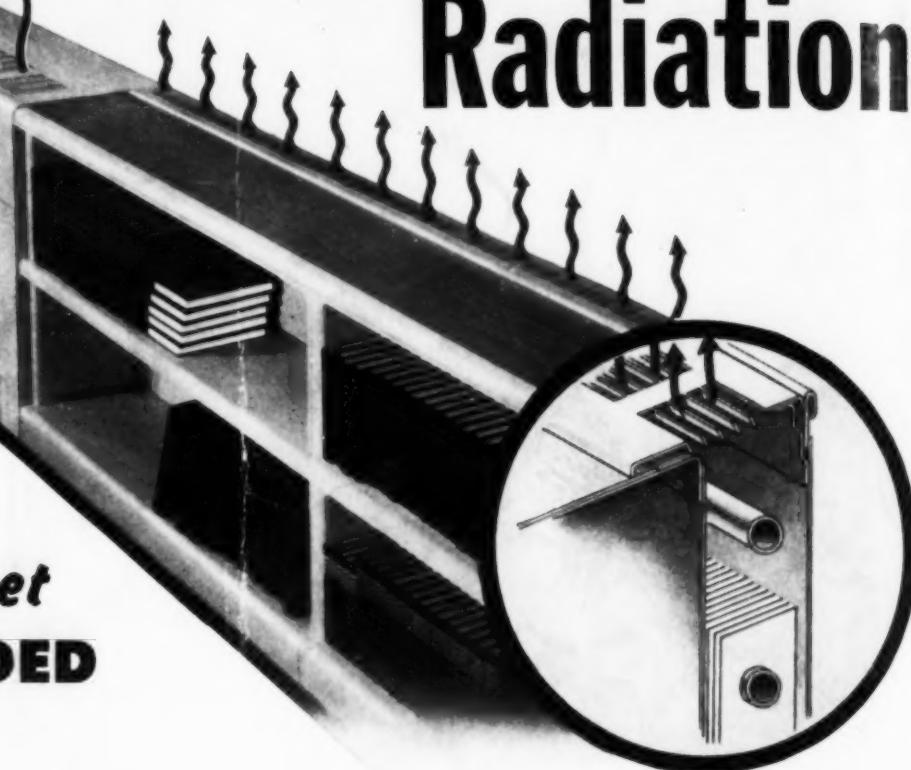


In sub-freezing weather, window areas become like a "wall-of-ice".



The Nesbitt Thermal Blanket protects occupants from cold windows.

Wind-o-line Radiation



Answers the WALL-OF-ICE Problem

THE TREND toward larger areas of fenestration in the modern schoolroom makes greater demands of the heating and ventilating unit. The "thermal blanket" provided by the Nesbitt Syncretizer adequately shields occupants against the window "wall-of-ice" in normal situations; but under conditions of extremely long glass exposure and very low outdoor temperatures, an "extra blanket" is called for. Nesbitt WIND-O-LINE meets such needs.

When specified as an auxiliary of the free-standing Nesbitt Syncretizer, WIND-O-LINE consists of finned-tube radiation in an attractive grilled casing. It is located just below the windows and extends from both ends of the Syncretizer unit ventilator, for the full length of the sill. It is controlled in cycle with the Syncretizer to give heat—when required—where heat is needed.

WIND-O-LINE is also available (pictured above) as a component of The Nesbitt Package, recessed in a channel at the rear of the storage units. WIND-O-LINE is yet another Nesbitt innovation which permits more of America's schools to enjoy the new standard of classroom comfort.

The Nesbitt Syncretizer Unit Ventilator

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA. • SOLD ALSO BY AMERICAN BLOWER CORPORATION